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ABSTRACT

This document was developed for the purposes of (1) outlining the competencies and subcompetencies to be developed in vocational home economics classes in Texas; (2) providing guidance to teachers for local program planning; and (3) serving as a means of communicating the scope and content of vocational home economics education in Texas to others. Preliminary to the competencies, the guide provides an overview of vocational home economics including both consumer and homemaking education and occupational home economics education, descriptions of instructional methods used in home economics, and recommendations for class period allocations and grouping of subjects for each course in the homemaking sequences. Part 1 of the guide presents competencies for consumer and homemaking education. These competencies cover the following topics: child development, care, and guidance; clothing and textiles; family and individual health; family living and parenthood; food and nutrition; home management and consumer education; and housing, home furnishings, and equipment. Part 2 lists competencies for occupational home economics in these areas: child care and guidance; management services; food production, management, and services; home and community services; home furnishings and equipment management, production, and services; institutional home management and supportive services; and general employability competencies. (KC)

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CONCEPTUAL FRAMEWORK AND BASIC COMPETENCIES

FOR VOCATIONAL HOME ECONOMICS EDUCATION IN TEXAS

Developed and disseminated by:

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August 1983

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TITLE VI, CIVIL RIGHTS ACT OF 1964; THE MODIFIED COURT ORDER CIVIL ACTION 5281, FEDERAL DISTRICT COURT EASTERN DISTRICT OF TEXAS, TYLER DIVISION

TITLE VII, CIVIL RIGHTS ACT OF 1964; EXECUTIVE ORDERS 11246 AND 11375; TITLE IX, 1973 EDUCATION AMENDMENTS; REHABILITATION ACT OF 1973 AS AMENDED; 1974 AMENDMENTS TO THE WAGE-HOUR LAW EXPANDING THE AGE DISCRIMINATION IN EMPLOYMENT ACT OF 1967; AND VIETNAM ERA VETERANS READJUSTMENT ASSISTANCE ACT OF 1972 AS AMENDED IN 1974.

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INTRODUCTION

Vocational Home Economics Education prepares youth and adults for the occupation of homemaking and for gainful employment in home economics occupations. Consumer and Homemaking Education, which prepares students for the occupation of homemaking, is offered in both a comprehensive sequence course format and in a specialized course format. The 7th and 8th Grade Homemaking courses are exploratory in nature. The comprehensive courses include Homemaking I, Homemaking II, and Homemaking III. These courses develop concepts related to all subject areas of home economics in a progressive sequence. The specialized courses include Child Development, Care, and Guidance; Clothing and Textiles; Consumer Education; Family/Individual Health; Family Living and Parenthood; Food and Nutrition; Home Management; and Housing, Home Furnishings, and Equipment. These courses provide in-depth instruction in one home economics subject area.

Occupational Home Economics Education, which encompasses instructional methods used to prepare students for gainful employment in home economics occupations, includes Home Economics Cooperative Education, Pre-employment Laboratory Education, Coordinated Vocational-Academic Education, and Vocational Education for the Handicapped. Home Economics Cooperative Education (HECE) combines daily classroom instruction with a minimum of 15 hours per week on-the-job training in home economics occupations. It enables the student to have both paid work experiences and school credit. Training is based on an agreement developed by the employer, teacher-coordinator, and the student.

Pre-employment Laboratory Education (PELE), Coordinated Vocational-Academic Education (CVAE), and Vocational Education for the Handicapped (VEH) provide technical instruction and practical experience in the classroom. The classes may be for either two or three hours daily and are conducted in laboratories simulating specific occupational areas, thus providing work experiences for the students. Students enrolled in Occupational Home Economics Education classes may receive instruction in one or more of the following occupational areas: child care and guidance management and services; clothing, apparel, and textiles management, production, and services; food production, management, and services; home furnishings and equipment management, production, and services; and institutional, home management, and supporting services. Pre-employment Laboratory Education (PELE) is laboratory training designed for students in grades 10-12. Coordinated Vocational-Academic Education (CVAE) is laboratory training designed for students with special learning needs; it is normally offered at either the junior or senior high school level. Vocational Education for the Handicapped (VEH) laboratory training is designed for students with exceptional handicaps who cannot succeed in other instructional settings. Only students eligible for special education are eligible for Home Economics Vocational Education for the Handicapped. VEH is normally offered at the junior or senior high school level. It is the most restrictive vocational environment for a handicapped student.

Both Occupational Home Economics Education and Consumer and Homemaking Education are relevant in meeting the needs of today's youth who must prepare for both a career and for the responsibilities of a home and family. Together these methods of instruction account for Vocational Home Economics Education having such an important role in the total education program.

The Vocational Education Act of 1963 provides for gainful employment programs in occupations requiring knowledge and skills in one or more home economics subject areas. Acts prior to 1963 authorized funds for homemaking education. The Vocational Education Amendments of 1968 presented challenges for Vocational Home Economics Education to emerge from traditional limitations into a new position of relevancy in today's curriculum through programs designed to:

> Help individuals and families improve the home environment and the quality of personal and family life;

Give greater consideration to social and cultural conditions and needs of families;

Encourage preparation for professional leadership in home economics and consumer education;

Prepare youth and adults for the role of homemakers;

Contribute to the employability of youth and adults as they assume the dual role of homemaker/wage earner;

Help all families, including the low-income and disadvantaged, meet their needs;

Promote knowledge of nutrition and food use and the understanding of the economic aspects of food use and purchase.

The Education Amendments of 1976 strengthened and broadened the scope of Vocational Home Economics Education. These amendments placed emphasis on:

Encouraging participation of both males and females to prepare for combining the roles of homemaking and wage earning;

Encouraging elimination of sex stereotyping;

Giving greater consideration to economic, social, and cultural conditions and needs, especially in economically depressed areas;

Encouraging outreach programs in communities;

Preparing males and females for the work of the home;

Emphasizing consumer education, management of resources, parenthood education, and promotion of nutrition knowledge and food use to meet current social needs.

Conceptual Framework and Basic Competencies for Vocational Education in Texas has been developed for the purposes of 1) outlining the competencies and sub-competencies to be developed in Vocational Home Economics Education classes, 2) providing guidance to teachers for local program planning, and 3) serving as a means of communicating the scope and content of Vocational Home Economics Education in Texas to others. An overview of Vocational Home Economics Education in Texas, including both Consumer and Homemaking Education and Occupational Home Economics Education, is shown on the chart on page 4. Descriptions of the instructional methods used in Vocational Home Economics Education are provided on page 5. Local program offerings, based on the needs of the community served by the program, are determined from these options by local administrators, home economics teachers, advisory committee members, parents, and students.

Recommendations for class period allocations for Consumer and Homemaking Education courses are shown on the chart on page 6. It should be noted that the chart identifies the number of class periods for instruction in each subject area to be included in the comprehensive sequence courses of Homemaking I, II, and III. The chart also identifies the four subject areas to be grouped together for each of the two semesters of the comprehensive courses. It is important that these recommendations be followed in order that:

Students have the opportunity of acquiring knowledge and skills in each subject area included in Consumer and Homemaking Education (child development, care, and guidance; clothing and textiles; consumer education; family/individual health; family living and parenthood; food and nutrition; home management; and housing, home furnishings, and equipment);

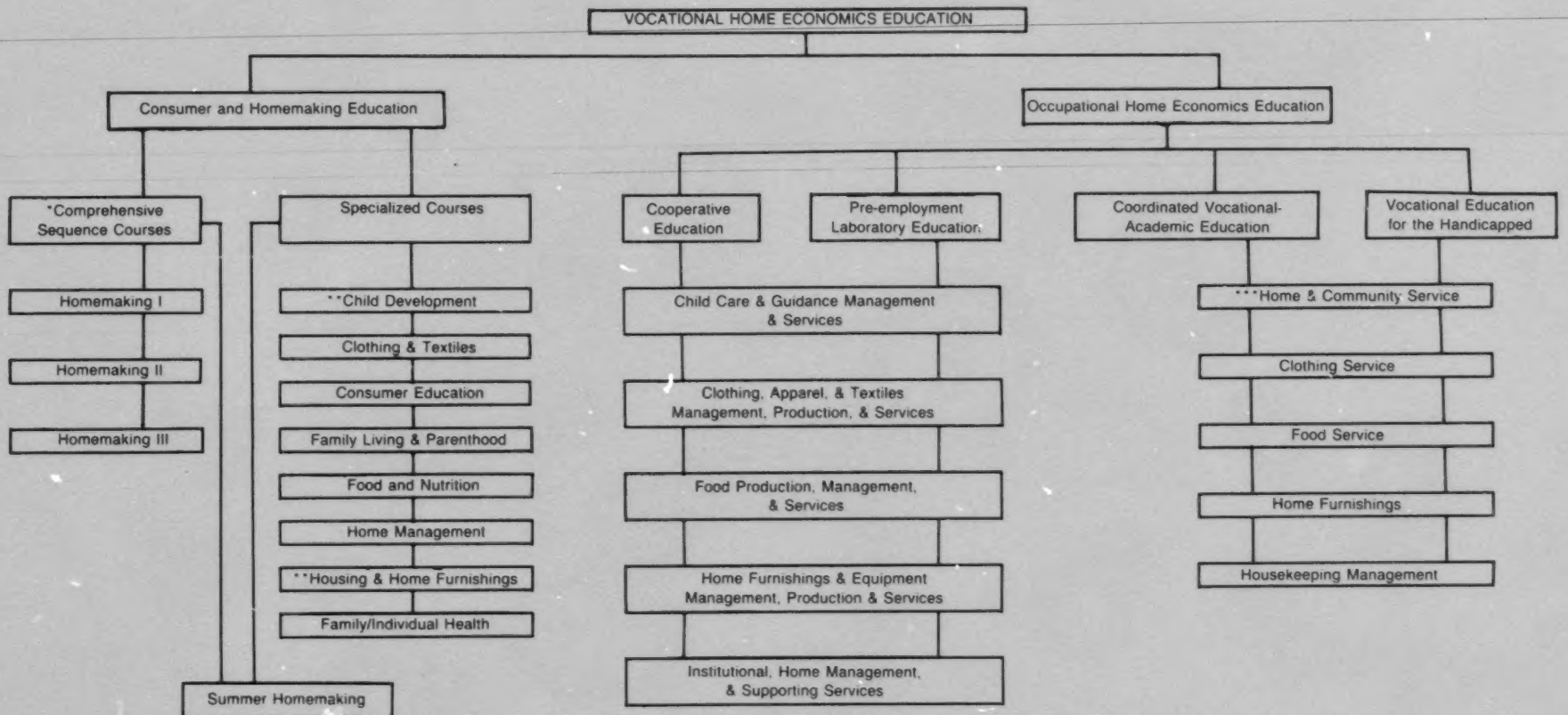
The appropriate amount of time may be spent studying each subject matter area, completing four each semester;

Transfer students will have a greater opportunity to complete a course without repeating curriculum studied previously;

Local school districts will have increased scheduling flexibility.

Texas Education Agency

Department of Occupational Education and Technology



*Subject areas included are:
- Child Development
- Clothing and Textiles
- Consumer Education
- Family Living and Parenthood
- Food and Nutrition
- Home Management
- Housing and Home Furnishings
- Family/Individual Health

**Complete course titles are:
- Child Development, Care and Guidance
- Housing, Home Furnishings and Equipment

***Occupational areas included are:
- Clothing Service
- Food Service
- Home Furnishings
- Housekeeping Management

Vocational Home Economics Education

Consumer and Homemaking Education

OBJECTIVE: To prepare for the occupation of homemaking.

COURSES: *Comprehensive:* In-school youth—grades 9 through 12

Specialized: In-school youth—grades 10 through 12

Occupational Home Economics Education

OBJECTIVE: To prepare for gainful employment in home economics occupations

COURSES: *Cooperative Education:* In-school youth—grades 11 and 12

Pre-employment Laboratory Education: In-school youth—grades 10 through 12

Coordinated Vocational-Academic Education: In-school youth—grades 7 through 12

Vocational Education for the Handicapped: In-school youth—grades 7 through 12

Home Economics for Adults

OBJECTIVE: To improve knowledge and skills for the occupation of homemaking and/or prepare for gainful employment in home economics occupations.

INSTRUCTION: Classes for out-of-school youth and adults are conducted by consumer and homemaking teachers or full-time teachers of adults. Chapters of Young Homemakers of Texas, sponsored by consumer and homemaking teacher, provide continuing education for the occupations of homemaking.

CLASS PERIOD ALLOCATION FOR CONSUMER AND HOMEMAKING EDUCATION SUBJECT MATTER AREAS BY COURSES OFFERED ON THE SEMESTER PLAN

SUBJECT AREAS	HM I	HM II	HM III	SPECIALIZED COURSES
One Semester*				
Consumer Education	18	18	18	One Semester
Food and Nutrition	35	35	35	One Semester
Home Management	14	14	14	One Semester
Housing, Home Furnishings, and Equipment	15	15	15	One Semester
TOTAL MINIMUM PERIODS FOR SEMESTER	82	82	82	
PERIODS FOR LOCAL ADAPTATION**	Balance of Semester	Balance of Semester	Balance of Semester	
One Semester*				
Child Development, Care, and Guidance	20	20	20	One Semester
Clothing and Textiles	32	32	27	One Semester
Family/Individual Health	10	10	10	One Semester
Family Living and Parenthood	20	20	25	One or Two Semesters
TOTAL MINIMUM PERIODS FOR SEMESTER	82	82	82	
PERIODS FOR LOCAL ADAPTATION**	Balance of Semester	Balance of Semester	Balance of Semester	

*Semesters of Consumer and Homemaking Education comprehensive courses may be titled Homemaking Ia, Ib; Homemaking IIa, IIb; and Homemaking IIIa, IIIb. The order in which the two semesters are offered is determined by the local school.

**The local district, within guidelines, determines the number of days in each semester. One hundred and seventy-five days are required for a school year.

PART I

CONSUMER AND HOMEMAKING EDUCATION

SEVENTH AND EIGHTH GRADE HOMEMAKING

Child Development, Care and Guidance

I. Ability to recognize development which occurs during adolescence.

1. Identify the most visible signs of physical development during adolescence.
2. Analyze influences of physical development on the adolescent.
3. Relate in- and out-of-school interests and activities to intellectual development of adolescents.
4. Describe factors which influence an adolescent's personality development.
5. Assess factors related to achievement of adult status.

II. Ability to identify factors affecting the care and guidance of young children.

6. Describe the responsibilities of parents and babysitters.
7. List characteristics of a good babysitter.
8. Relate characteristics of children to the four childhood stages.
9. Explain the importance of helping children follow established routines.
10. Relate the value of play to a child's development.
11. Identify safety factors to consider when selecting care for children.

III. Ability to analyze career and job opportunities related to the field of child development.

12. Discover local entry-level job opportunities related to child development.
13. Summarize the qualities desirable in an employee who works with children.
14. Explain educational requirements for careers in child development.
15. Predict future occupations related to child development.

Clothing and Textiles

IV. Ability to improve personal appearance.

16. Describe factors that influence one's personal appearance.
17. Analyze the importance of one's personal appearance.

18. Relate good grooming to personal appearance.

19. Relate clothing selections to activities, physical characteristics, and desire for conformity or individuality.

20. Exhibit appropriate clothing care practices.

V. Ability to perform simple sewing tasks.

21. Select a sewing project.

22. Select and purchase fabric for a sewing project.

23. Follow correct procedures for using small sewing equipment.

24. Follow proper procedure for operating a sewing machine.

25. Use appropriate methods for preparing fabric.

26. Use correctly and safely the various types of pressing equipment.

27. Use various measuring techniques.

28. Follow appropriate procedure for layout, pinning, cutting, and marking.

29. Construct plain seams.

30. Attach fasteners.

31. Construct a finished hem.

VI. Ability to relate clothing and textiles skills to job opportunities.

32. Identify community service opportunities for persons with clothing and textiles job skills.

33. Identify part-time jobs available to persons with clothing and textiles skills.

VII. Ability to analyze career and job opportunities.

34. Describe entry-level jobs and possibilities for advancement in the field of clothing and textiles.

35. Analyze personal qualities needed in clothing and textiles jobs.

36. Determine educational requirements for jobs in the field of clothing and textiles.

37. Analyze the employment outlook for jobs in the field of clothing and textiles.

Family/Individual Health

VIII. Ability to develop habits which promote personal health.

38. Recognize characteristics of a healthy person.

39. Explain how to meet own physical health needs.

40. Outline ways to meet own emotional health needs.

41. Describe how to meet own mental health needs.

42. Recognize signs of illness.

IX. Ability to maintain personal safety.

43. Recognize safety hazards in the home and environment.

44. Demonstrate first aid for minor injuries.

45. Outline procedures to follow in an emergency.

X. Ability to avoid illness.

46. Recognize signs of illness.

47. Recognize the causes, symptoms, transmission, and prevention of communicable diseases.

XI. Ability to analyze career and job opportunities related to family/individual health.

48. Discover local entry-level job opportunities related to family/individual health.

49. Summarize the qualities desirable in an employee who works with sick and convalescing people.

50. Explain educational requirements for careers in family/individual health.

Family Living and Parenthood

XII. Ability to analyze own development.

51. Analyze the factors that contribute to self-acceptance.

52. Relate individual needs and influences to personality development.

53. Determine aspects of individual maturity.

54. Evaluate own personal qualities.

55. Accept responsibility for improving personal qualities.

XIII. Ability to contribute to positive group relationships.

56. Identify components of meaningful communication.

57. Relate the effect of relationships within the family to future relationships with others.

58. Demonstrate sensitivity in dealing with friends.

59. Describe patterns of American dating.

60. Relate effective functioning within the community to personal development.

XIV. Ability to gain social acceptance.

61. Analyze factors related to social acceptance.

62. Accept responsibility for using proper etiquette and good manners.

XV. Ability to relate human relations skills to job performance.

63. Determine ways to practice human relations skills through community service and part-time jobs.

64. Relate practice to development of human relations job skills.

XVI. Ability to analyze career and job opportunities.

65. Analyze career ladders in the field of family service.

66. Determine personal qualities and educational preparation necessary for employment in family service careers.

Food and Nutrition

XVII. Ability to relate nutrition to self.

67. Analyze the effects of food on health and appearance.

68. Determine nutritional needs.

69. Determine ways to meet nutritional requirements.

70. Analyze the nutrient combinations of various foods.

71. Select nutritious snack foods.

72. Select nutritious breakfast foods.

73. Analyze own food habits.

74. Analyze various factors contributing to meal patterns and food habits.

XVIII. Ability to plan and serve nutritious and attractive meals and snacks.

75. Outline the Daily Food Guide.

76. Analyze own food intake in relation to the Daily Food Guide.

77. Develop menus based on the Daily Food Guide.

78. Plan menus which include a variety of colors, shapes, textures, temperatures, flavors, and aromas.

79. Plan menus which can be prepared in the time available.

80. Serve foods in an attractive manner.

81. Use appropriate etiquette when dining out.

XIX. Ability to apply consumer skills to food buying.

82. Identify ingredients in processed foods from label information.

83. Determine nutrient values of processed foods from label information.

84. Compare processed foods using label information.

85. Use consumer resources to compare processed foods.

86. Use food advertisements in planning food purchases.

87. Compare unit costs when shopping for food.

XX. Ability to utilize basic kitchen skills in food preparation.

88. Maintain acceptable standards for personal cleanliness.

89. Utilize sanitary food handling practices.

90. Observe safety practices in the kitchen.

91. Follow appropriate procedures for kitchen emergencies.

92. Demonstrate proper use and care of kitchen equipment.

93. Adapt kitchen equipment to accommodate personal physical handicaps.

94. Explain food preparation terms and methods used in recipes.

95. Interpret abbreviations used in recipes.

96. Utilize equivalent measures as needed during food preparation.

97. Substitute appropriate ingredients for recipe ingredients.

98. Utilize appropriate equipment and techniques for measuring ingredients.

XXI. Ability to prepare a variety of foods.

99. Prepare nutritious snacks.

100. Prepare breakfast cereals.

101. Prepare quick breads.

102. Prepare beverages.

103. Prepare soups.

104. Select appropriate soups for intended use.

105. Prepare sandwiches.

106. Select appropriate sandwiches for intended use.

107. Prepare simple salads.

108. Select appropriate salads for intended use.

XXII. Ability to analyze career and job opportunities.

109. Identify careers related to food and nutrition.

110. Determine personal qualities and educational preparation necessary for employment in food service careers.

111. Predict employment outlook in food-related jobs.

112. Identify food and nutrition-related community service opportunities.

113. Interpret local part-time food service job opportunities.

Home Management and Consumer Education

XXIII. Ability to apply simple skills in caring for the home.

114. Identify tasks involved in routine home care.

115. Develop skills and techniques for care of the home.

116. Recognize the role of safety in home care.

117. Describe procedures for making simple home repairs.

XXIV. Ability to manage time and energy.

118. Develop skills in the management of time and energy.

119. Use skills to organize personal activities.

XXV. Ability to understand the importance of conserving resources.

120. Outline sources of energy.

121. Describe water resources.

122. Identify ways of conserving resources in the home.

XXVI. Ability to recognize career opportunities.

123. Identify career ladders for jobs in institutional and home management and consumer education.

124. Determine qualities needed for employment in institutional and home management and consumer education.

125. Describe education required for jobs and careers in institutional and home management and consumer education.

126. Analyze job and career opportunities in institutional and home management and consumer education.

Housing, Home Furnishings, and Equipment

XXVII. Ability to determine the significance of housing to individuals.

127. Identify needs for housing.

128. Describe expectations people may have for housing.

129. Determine factors outside the family which influence housing.

XXVIII. Ability to analyze how the individual influences housing.

130. Justify the living space needs and wants of individuals.

131. Describe human factors influencing housing.

132. Analyze factors involved in caring for space.

XXIX. Ability to apply the elements and principles of design to housing and home furnishings.

133. Relate design to housing and home furnishings.

134. Identify the elements and principles of design.

135. Explain how to select good design.

XXX. Ability to conserve energy and water in the home.

136. Define energy and water conservation.

137. Give examples of ways to conserve energy and water in the home.

138. Demonstrate ability to conserve water at home.

XXXI. Ability to analyze career and job opportunities related to the fields of housing, home furnishings, and equipment.

139. Analyze career ladders in the fields of housing, home furnishings, and equipment.

140. Analyze personal qualities which affect employability.

141. Determine educational preparation necessary for employment in housing, home furnishings, and equipment jobs.

142. Analyze the employment outlook for jobs in the fields of housing, home furnishings, and equipment.

HOMEMAKING I

Child Development, Care and Guidance

I. Ability to evaluate care techniques which meet the basic needs of children.

1. Assess the basic needs of children.
2. Design routines which meet the basic needs of children.
3. Apply the principle of nutrition to meet the needs of the child.
4. Determine the health and safety procedures necessary for the care of children.
5. Assess factors to consider in the selection and care of children's clothes.
6. Analyze housing needs for the developmental stages of childhood.
7. Analyze various methods of guidance.

II. Ability to analyze the factors influencing the child's development.

8. Determine meaning of development as related to child development.
9. Identify the influence of heredity and environment on the child's development.
10. Appraise the value of play and play equipment in the young child's development.
11. Analyze skills which are necessary for observing the child's growth and development.

III. Ability to work effectively with children.

12. Identify the ways children learn.
13. Relate training patterns to children's learning.
14. Assess ways to motivate the child.

IV. Ability to analyze career and job opportunities related to the field of child development.

15. Identify entry-level jobs in child development.
16. Relate how child care skills apply to other occupations.
17. Determine how the parent(s) career choice affect(s) young children.

Clothing and Textiles

V. Ability to meet individual needs through clothing.

18. Relate clothing to first impressions.

19. Relate clothing to self-concept.

20. Outline factors affecting the selection of apparel for the individual.

21. Utilize elements and principles of design in clothing selection.

22. Determine factors to consider in planning and managing a clothing wardrobe.

23. Analyze procedures for building a wardrobe.

VI. Ability to construct or alter clothing for self and/or family members.

24. Determine pattern type and size according to body proportions.

25. Coordinate appropriate fabrics and notions for pattern designs.

26. Make simple garment alterations.

27. Use basic small sewing tools and pressing equipment.

28. Demonstrate the use and care of the sewing machine.

29. Follow sewing safety procedures.

30. Exhibit skills in using basic sewing techniques.

31. Press garments as needed during construction or alteration.

VII. Ability to care for clothing appropriately.

32. Explain basic clothing care terms.

33. Determine care needed by specific garments.

34. Mend clothing as needed.

35. Remove stains from garments as needed.

36. Sort and launder clothes using appropriate products and procedures.

37. Press or iron clothes as needed.

38. Utilize laundry and drycleaning services as needed.

VIII. Ability to analyze career and job opportunities.

39. Identify entry-level jobs related to clothing and textiles.

40. Relate clothing and textiles skills to other occupations.

41. Evaluate the effects of career choice on the family.

Family/Individual Health

IX. Ability to promote and maintain family/individual health.

42. Recognize characteristics of a healthy person.

43. Identify habits which promote personal health.

44. Explain how to meet physical health needs of family members.

45. Outline ways to meet emotional health needs of family members.

46. Describe how to meet mental health needs of family members.

47. Outline factors, such as smoking, alcohol or drug abuse, obesity, and lack of exercise, which increase the risk of health problems.

48. Describe adjustments to long-term health problems, such as diabetes or hypertension.

X. Ability to make appropriate family health care decisions.

49. Determine factors affecting family health decisions.

50. Outline procedures for selecting health care professionals and services.

51. Examine the trend toward do-it-yourself health care.

52. Examine the consumer's role in decisions regarding medical treatment, drugs, and surgery.

53. Propose ways to prepare financially for illness or accident through insurance coverage and savings.

54. Determine family health resources.

55. Show how to maintain family health records.

XI. Ability to meet safety needs of family members.

56. Outline procedures for maintaining safe and sanitary conditions in the home.

57. Summarize principles of automobile safety.

58. Summarize principles of water safety.

59. Outline fire prevention precautions.

60. Demonstrate application of first aid.

61. Explain how to handle home emergencies involving injuries.

62. Locate community resources for assistance in emergencies.

XII. Ability to identify career and job opportunities related to family/individual health.

63. Identify entry-level jobs in family/individual health.

64. Relate ways family/individual health skills apply to other occupations.

65. Determine how family/individual health affect(s) job performance.

Family Living and Parenthood

XIII. Ability to achieve developmental tasks of young persons.

66. Outline developmental tasks of young persons.

67. Develop a value system.

68. Analyze own character development.

69. Examine ways to develop and maintain mental health.

70. Analyze possible adjustments to frustration.

71. Analyze the functions of defense mechanisms in maintaining mental health and well-being.

XIV. Ability to assess relationships with others.

72. Analyze factors which influence relationships.

73. Clarify individual family roles.

74. Distinguish factors which influence relationships with peers.

75. Distinguish factors which influence relationships with children.

76. Distinguish factors which influence relationships with older adults.

77. Evaluate own roles in the community.

XV. Ability to analyze family roles and functions.

78. Distinguish differences in families.

79. Outline the rights of family members.

80. Determine the responsibilities of family members.

81. Examine the benefits of family living.

82. Point out characteristics of families at different stages in the life cycle.

XVI. Ability to analyze career and job opportunities.

83. Identify entry-level jobs related to family life.

84. Relate family living skills to other occupations.

85. Evaluate the effects of career choice on the family.

Food and Nutrition

XVII. Ability to determine nutrition needs of family members throughout the life cycle.

86. Describe the six classifications of nutrients.

87. Determine good food sources for each nutrient.

88. Outline the functions of each nutrient.

89. Plan meals using the Daily Food Guide.

90. Determine the number of servings from each food group required by various age groups.

91. Determine how food requirements differ from one person to another.

92. Analyze the relationship of weight control/physical fitness and nutrition.

93. Apply the seven Dietary Guidelines for Americans to meal planning.

94. Analyze personal nutrition.

XVIII. Ability to manage family meals.

95. Identify efficient kitchen work techniques.

96. Utilize work simplification in food preparation.

97. Analyze the efficiency of food preparation techniques.

98. Plan ways to save time and energy.

99. Determine factors affecting variety in menu planning.

100. Plan menus for family meals.

101. Demonstrate effective utilization of resources in preparing meals.

102. Plan appropriate table settings.

103. Demonstrate appropriate table manners.

XIX. Ability to apply consumer skills to food buying.

104. Identify and interpret information on labels.

105. Analyze food packaging from a consumer's viewpoint.

106. Utilize effective shopping techniques.

XX. Ability to utilize basic kitchen skills in food preparation.

107. Develop safe practices in the kitchen.

108. Utilize sanitary practices in food handling.

109. Demonstrate proper use and care of equipment.

110. Use appropriate methods for storing food, supplies, and equipment in the kitchen.

111. Analyze special storage problems of the handicapped.

112. Interpret food preparation terms used in recipes.

113. Interpret abbreviations used in recipes.

114. Utilize appropriate equipment and techniques for measuring and mixing foods.

115. Utilize equivalent measures.

116. Select appropriate substitutes for recipe ingredients.

XXI. Ability to prepare a variety of food.

117. Utilize appropriate selection, storage, and cooking techniques for eggs.

118. Apply knowledge of nutrition and food preparation to selection, storage, and cooking of fruits and vegetables.

119. Apply knowledge of nutrition and food preparation to selection, storage, and cooking of quick breads, cereals, and pastas.

120. Apply knowledge of nutrition and food preparation to selection, storage, and preparation of meats, fish, and poultry.

121. Apply knowledge of nutrition and food preparation to selection, storage, and preparation of desserts.

122. Apply knowledge of nutrition and food preparation to selection, storage, and preparation of beverages.

XXII. Ability to preserve food for future use.

123. Identify methods of food preservation.

124. Identify food preservatives.

XXIII. Ability to analyze career and job opportunities.

125. Identify entry-level jobs in food and nutrition.

126. Relate food and nutrition skills to other occupations.

127. Determine how nutrition affects job success.

Home Management and Consumer Education

XXIV. Ability to understand the meaning of home management.

128. Explain the meaning of management.

129. Identify the purposes of management.

130. Relate the use of management to teen activities.

XXV. Ability to identify the elements of management.

131. Identify values, goals, and standards.

132. Analyze the interrelatedness of values, goals, and standards.

133. Assess and distinguish between needs and wants.

134. Determine priorities of needs and wants.

135. Identify various types of resources.

136. Analyze the effective use of resources.

XXVI. Ability to use decision making procedures.

137. Identify the steps used in decision making.

138. Analyze the relationship of decision making to the elements of management.

139. Describe the interrelatedness of decisions.

140. Recognize the role of control of human and material resources in implementing decisions.

XXVII. Ability to manage time, energy, and income.

141. Identify ways of managing time and energy effectively.

142. Describe work simplification techniques which conserve time and energy.

143. Plan for acquisition and utilization of teen income.

144. Evaluate use of income.

145. Identify simple record keeping techniques.

XXVIII. Ability to analyze career and job opportunities.

146. Identify entry level jobs related to institutional and home management and consumer education.

147. Relate the application of home management and consumer education skills to jobs in other fields.

148. Analyze the effects of career choice on life style.

Housing, Home Furnishings, and Equipment

XXIX. Ability to analyze the interrelatedness of the various factors affecting housing and the individual.

149. Describe the influence of housing and home furnishings on the family.

150. Describe psychological influences of housing and home furnishings on individuals.

151. Specify social influences of housing and home furnishings on individuals.

152. Point out how housing and home furnishings can promote intellectual development of an individual.

XXX. Ability to analyze the significance of the elements and principles of design in housing and home furnishings.

153. Apply the elements and principles of design to housing.

154. Create space arrangements which incorporate design principles.

XXXI. Ability to relate the role of creativity to housing and home furnishings.

155. Define creativity.

156. Summarize the influence of creativity in room arrangements.

XXXII. Ability to assess the significance of resource conservation in the home.

157. Identify present energy and water sources.

158. Determine possible energy and water sources for the future.

159. Determine methods of energy and water conservation used in the home.

XXXIII. Ability to manage a home.

160. Explain the importance of routine care of the home.

161. Demonstrate the relationship of time, energy, skill, and techniques in simplifying home care tasks.

162. Analyze the effects of fatigue and rest on the performance of housekeeping tasks.

163. Summarize information relating to home accidents and their prevention.

XXXIV. Ability to analyze career and job opportunities related to housing, home furnishings, and equipment.

164. Identify entry-level jobs related to housing, home furnishings, and equipment.

165. Relate how housing, home furnishings, and equipment skills may be utilized in other occupations.

166. Determine how career choices influence housing choices.

HOMEMAKING II

Child Development, Care and Guidance

I. Ability to evaluate child's development.

1. Relate principles of human development to the child.

2. Analyze factors influencing the child's development.

II. Ability to analyze principles of prenatal development.

3. Appraise principles of prenatal development.

4. Analyze factors which contribute to the well-being of the mother and unborn child.

III. Ability to prepare for parenthood.

5. Cite factors which indicate readiness of the woman and man for parenthood.

6. Analyze psychological preparation for parenthood.

7. Assess expenses during the prenatal and postnatal periods.

IV. Ability to appraise neonate development.

8. Explain characteristics of the neonate.

V. Ability to evaluate infant's development.

9. Analyze the development of the infant.

10. Analyze the effects of various factors on the infant's development.

VI. Ability to analyze principles of development of the child from toddler age through five years.

11. Examine growth changes of the child from toddler age through five years.

12. Appraise principles of development for the child from toddler age through five years.

VII. Ability to analyze career and job opportunities related to the field of child development.

13. Examine professional job and career opportunities related to child development.

Clothing and Textiles

VIII. Ability to select and care for the textiles used in clothing.

14. Relate manufacture of various textiles to consumer needs.

15. Relate characteristics of natural and synthetic fibers and blends to use and care.

16. Describe methods of producing various fabrics and their finishes.

17. Evaluate and interpret textile labels.

18. Interpret consumer information related to clothing and textiles.

IX. Ability to buy clothing to fit individual and family needs and resources.

19. Identify factors to consider in planning and managing a clothing wardrobe.

20. Apply buying principles to clothing purchases.

21. Manage clothing resources effectively.

X. Ability to purchase and operate sewing equipment.

22. Examine guidelines to follow when selecting a sewing machine and sewing equipment.

23. Identify available machine stitches and their uses.

24. Demonstrate the use of sewing machine attachments.

25. Use the sewing machine and attachments.

26. Care for the sewing machine, making adjustments and repairs as needed.

XI. Ability to repair and renovate clothing.

27. Utilize appropriate hand stitches in clothing repair.

28. Use appropriate clothing repair techniques.

29. Renovate old clothing to create updated wearable garments.

XII. Ability to construct or alter clothing for self and/or family members.

30. Alter a pattern to fit the intended wearer.

31. Select fabrics and notions appropriate for a specific garment.

32. Construct a garment using appropriate management and construction techniques.

33. Fit and alter garment during construction.

34. Evaluate garment construction.

XIII. Ability to alter, recycle, and/or design garments.

35. Describe characteristics of a well-fitted garment.

36. Apply knowledge of the principles of fit to garment alteration.

37. Use appropriate techniques for altering ready-to-wear garments.

XIV. Ability to select appropriate clothing for family members throughout the life cycle.

38. Determine the clothing needs of a specific child.

39. Identify features needed in children's clothing.

40. Utilize consumer skills in buying children's clothing.

41. Construct garments appropriate for a specific child.

XV. Ability to analyze career and job opportunities.

42. Examine professional career opportunities related to clothing and textiles.

43. Determine opportunities for career advancement in clothing and textiles careers.

Family/Individual Health

XVI. Ability to provide appropriate home care for various illnesses.

44. Recognize signs of illness.

45. Recognize the causes, symptoms, transmission, and prevention of communicable diseases.

46. Plan for provision of home care of various illnesses.

XVII. Ability to provide home care for a handicapped family member.

47. Recognize characteristics associated with various handicaps.

48. Determine care required by persons with various handicaps.

49. Identify resources available to the handicapped.

50. Recognize family adjustments when a family member is handicapped.

XVIII. Ability to identify career and job opportunities related to family/individual health.

51. Examine professional job and career opportunities related to family/individual health.

Family Living and Parenthood

XIX. Ability to assess realistically patterns of dating and the process of mate selection.

52. Describe adjustments of the single adult.

53. Analyze the process of mate selection.

54. Determine the functions of engagement.

55. Analyze marriage laws and customs.

56. Outline adjustments necessitated by marriage.

XX. Ability to assess the components of responsible parenthood.

57. Examine factors in preparation for parenthood.

58. Analyze the responsibilities of parenting.

59. Examine alternatives to natural parenting.

XXI. Ability to analyze career and job opportunities.

60. Examine professional career opportunities related to family living.

Food and Nutrition

XXII. Ability to plan nutritious meals and snacks.

61. Determine nutritional requirements of infants and children.

62. Plan nutritious snacks and meals for teens.

63. Recognize the effect of individual differences on food requirements of adults.

64. Identify nutritional requirements of the elderly.

65. Explain the importance of good nutrition during pregnancy.

66. Indicate specific nutritional requirements of nursing mothers.

67. Analyze the importance of proper diets in relation to specific illnesses.

XXIII. Ability to serve foods attractively.

68. Utilize casual styles of service appropriate for family meals.

69. Plan food and service for informal entertaining.

70. Utilize practical etiquette in family meals and informal entertaining.

XXIV. Ability to apply consumer skills to food buying.

71. Identify new trends in shopping which can affect family food costs.

72. Recognize government agencies which regulate business or agriculture, or protect consumers.

73. Analyze the role of advertising on family food purchases.

74. Identify industrial developments that affect the family food supply.

75. Plan low-cost family meals.

76. Utilize weekly menu plans.

XXV. Ability to utilize basic skills in kitchen planning and management.

77. Recognize the importance of pest control in the home.

78. Identify and evaluate kitchen work areas for efficient family meal preparation.

79. Demonstrate proper selection, use, and care of small equipment.

80. Identify effective equipment substitutions.

XXVI. Ability to prepare a variety of foods.

81. Prepare a variety of nutritious appetizers and garnishes.

82. Apply knowledge of nutrition to the selection of condiments.

83. Apply knowledge of nutrition and food preparation to selection, storage, and cooking of cheese and milk for family meals.

84. Apply knowledge of nutrition and food preparation to selection, storage, and cooking of soups and sauces for family meals.

85. Apply knowledge of nutrition and food preparation to selection, storage, and baking of yeast breads for family meals.

86. Apply knowledge of nutrition and food preparation to salads for family meals.

87. Apply knowledge of nutrition and food preparation to selection, storage, and preparation of meats, fish, and poultry for family meals.

88. Apply knowledge of nutrition and food preparation to cakes and frostings for family meals.

XXVII. Ability to preserve food for future use.

89. Utilize acceptable methods for preparing jams, jellies, and preserves.

90. Utilize acceptable methods for home canning of foods.

91. Utilize acceptable methods for freezing foods.

92. Utilize acceptable techniques for drying foods at home.

XXVIII. Ability to analyze career and job opportunities.

93. Identify career opportunities related to food and nutrition.

94. Identify educational opportunities related to food and nutrition careers.

Home Management and Consumer Education

XXIX. Ability to use decision making in management.

95. Identify the role of decisions in living.

96. Explain the relationship of decisions and management.

97. Apply the steps in the management process.

98. Identify different types of decisions.

99. Analyze the influences on decision making.

XXX. Ability to relate decision making and management to family living.

100. Recognize the interaction of individual and family in establishing goals and developing goal priorities.

101. Utilize individual and family resources to reach goals.

XXXI. Ability to manage household tasks.

102. Analyze necessary household tasks.

103. Identify resources used in homemaking.

104. Organize household tasks.

105. Analyze the management of tasks.

XXXII. Ability to manage family money.

106. Identify family income sources and uses.

107. Develop family spending plans.

108. Determine types of savings appropriate for specific purposes.

XXXIII. Ability to make wise consumer decisions.

109. Identify sources of consumer information.

110. Plan buying in relation to goals.

111. Analyze influences on buying.

112. Utilize comparative shopping.

113. Identify methods of payment.

114. Analyze the effect of consumer practices on market prices.

XXXIV. Ability to analyze career and job opportunities.

115. Identify career opportunities related to institutional and home management and consumer education.

116. Identify career advancement opportunities for institutional and home management careers and consumer education careers.

Housing, Home Furnishings, and Equipment

XXXV. Ability to analyze functions of housing.

117. Describe ways housing gives protection to its occupants.

118. Justify the needs of individuals for a permanent housing base or headquarters.

119. Describe ways housing provides privacy for its occupants.

120. Determine ways individuals express creativity through housing.

XXXVI. Ability to justify the needs of individuals for living space.

121. Describe living space needs based on the differences in individuals and families.

122. Determine factors to consider when planning storage and work areas.

XXXVII. Ability to assess housing choices available for individuals and families.

123. Identify the types of housing available.

124. Evaluate various aspects of living space.

125. Assess consumer concerns related to housing.

XXXVIII. Ability to analyze factors influencing interior decoration of housing.

126. Relate influence of background elements to the total atmosphere of a room.

127. Point out factors to consider when selecting and arranging furniture.

128. Determine factors to consider in furnishing a room.

XXXIX. Ability to analyze factors influencing renovation and remodeling of housing.

129. Identify general considerations in renovation and remodeling of housing.

130. Determine the importance of planning in renovation and remodeling of housing.

XL. Ability to analyze career and job opportunities related to housing, home furnishings, and equipment.

131. Examine professional career opportunities related to housing, home furnishings, and equipment.

132. Project trends for professional job opportunities related to housing, home furnishings, and equipment.

HOMEMAKING III

Child Development, Care and Guidance

I. Ability to evaluate the development of the school-age child.

1. Analyze the physical development of the child.
2. Analyze the effects of various factors on the child's cognitive development.
3. Analyze factors which contribute to the child's social, emotional, and personality development.
4. Determine factors affecting the development of the exceptional child.

II. Ability to identify the commitments and demands of child care.

5. Analyze factors which influence the demands of child care.
6. Analyze various methods of discipline and guidance.
7. Determine factors affecting the child's health and safety.

III. Ability to assess child care alternatives.

8. Analyze factors relating to an in-family child care center for the school-age child.
9. Analyze factors relating to caregiver programs for the school-age child.

IV. Ability to summarize community resources which contribute to the education, growth, and development of the school-age child.

10. Assess community resources providing child care services.

V. Ability to analyze factors related to child care and development career preparation.

11. Identify quality characteristics of caregiver.
12. Analyze factors necessary for establishing a child care facility.

Clothing and Textiles

VI. Ability to recognize the role of fashion and apparel in society.

13. Define fashion terms.
14. Recognize historical influences on fashions.
15. Identify fashion cycles.

16. Recognize the importance of fashion in meeting human needs.

17. Relate fashions to lifestyles.

18. Recognize the relationships between the apparel industry, the economy, and the consumer.

19. Determine factors in an individual's lifestyle which are influenced by fashion.

VII. Ability to analyze factors influencing the fashion apparel industry.

20. Outline locations and activities of one fashion and apparel industry.

21. Define fashion and apparel industry terminology.

22. Identify laws, policies, and regulations related to the fashion apparel industry.

23. Analyze the effects of the fashion apparel industry on health, safety, energy use, and the environment.

VIII. Ability to select appropriate clothing for family members throughout the life cycle.

24. Analyze factors influencing family clothing decisions.

25. Determine clothing needs for family members at specific periods of the family life cycle.

26. Determine clothing needs for handicapped persons.

IX. Ability to construct or alter clothing for self and/or family members.

27. Select and fit a designer pattern.

28. Select, cut, and mark special or problem fabrics.

29. Use advanced construction techniques, including tailoring.

X. Ability to alter, recycle and/or design garments.

30. Recycle old garments into wearable garments.

31. Modify basic garments to create new designs.

32. Combine patterns to create new designs.

33. Sketch new garment designs.

34. Use slopers to develop pattern for new garment designs.

35. Create new garment designs by draping.

36. Design garments to meet children's growth and activity needs.

37. Design garments for self and/or family members.

XI. Ability to analyze job and career opportunities.

38. Explore various types of clothing businesses.

39. Determine facilities needed for a clothing business.

40. Determine possible sources of capital and the kinds of capital required to start a small business.

41. Identify potential customers before starting a business.

42. Describe the basic forms which provide documentation of a business's operation.

43. Maintain records needed by a small business.

44. Analyze ways to eliminate stress, tension, and fatigue from work procedures.

Family/Individual Health

XII. Ability to provide home care for an elderly family member.

45. Recognize physical, mental, and emotional changes occurring in the aging process.

46. Describe the physical care needs of the elderly.

47. Identify safety equipment needed by the elderly.

48. Determine health care options for elderly persons.

49. Recognize family adjustments related to living in an extended family.

XIII. Ability to provide home care for a terminally ill family member.

50. Describe emotional reactions to a "terminal" diagnosis.

51. Recognize the importance of attitude in terminal illness.

52. Recognize adjustments in living with a terminally ill family member.

53. Outline the stages of dying and death.

54. Outline the stages in the grief process.

XIV. Ability to identify career and job opportunities related to family/individual health.

55. Outline procedures for home health care providers.

56. Analyze business practices for home health care providers.

Family Living and Parenthood

XV. Ability to analyze factors contributing to successful family living.

57. Examine the history of the family.

58. Outline the basic tasks of families.

59. Determine the effects of culture on the family.

60. Analyze laws related to the family.

61. Determine the impact of change on the family.

XVI. Ability to distinguish characteristics of each stage of the family life cycle.

62. Outline the characteristics of the family at each stage of the family life cycle.

63. Point out possible adjustments, problems, and rewards at each stage of the family life cycle.

64. Examine support systems and services available to the family at each stage of the family life cycle.

XVII. Ability to manage family problems and crises.

65. Identify crises which a family may face.

66. Examine methods and resources for preventing crises.

67. Analyze family problems and crises.

68. Analyze approaches for coping with family problems and crises.

XVIII. Ability to develop interpersonal skills needed for job success.

69. Explain kinds of communication.

70. Assess components of meaningful communication.

71. Analyze group influences on individual behavior.

XIX. Ability to formulate a personal philosophy of life.

72. Describe the functions of philosophy and philosophers.

73. Define philosophy of life.

74. Examine factors influencing personal philosophies.

75. Formulate a personal philosophy of life.

XX. Ability to analyze career and job opportunities.

76. Examine job and career opportunities related to family living.

77. Examine the interrelationship of employment and home life.

Food and Nutrition

XXI. Ability to determine nutrition needs of family members.

78. Outline the basic processes of digestion, absorption, and metabolism.

79. Summarize common nutrient deficiencies and resulting diseases.

80. Analyze current nutrition issues.

81. Plan diets for individuals with special nutrition needs.

82. Examine factors affecting the world food supply and efforts to improve world nutrition.

XXII. Ability to manage family meals.

83. Apply nutrition knowledge and food preparation skills to special occasion meals and functions.

84. Plan meal service for formal and informal entertainment.

85. Utilize appropriate etiquette for formal occasions.

XXIII. Ability to apply consumer skills to food buying.

86. Determine the services provided to the food consumer by government regulatory agencies.

87. Examine food assistance programs available to individuals and families.

88. Determine effective procedures for complaining about food products or services.

XXIV. Ability to utilize basic skills in kitchen planning and management.

89. Ascertain appropriate procedures for preventing food contamination.

90. Store food appropriately to preserve freshness and prevent contamination.

91. Select major kitchen equipment.

92. Compare energy consumption of various kitchen appliances.

93. Plan adaptations of kitchen equipment to meet the needs of the physically handicapped.

94. Plan kitchen work areas.

XXV. Ability to prepare a variety of foods.

95. Apply knowledge of nutrition and food preparation to pastry and pies.

96. Apply knowledge of nutrition and food preparation to appetizers.

97. Apply knowledge of nutrition and food preparation to foreign foods.

98. Utilize specialized equipment in food preparation.

XXVI. Ability to evaluate commercial food processing in terms of family health.

99. Evaluate the use of food additives in processed foods.

100. Analyze food processing and marketing techniques.

101. Outline new trends in food processing.

XXVII. Ability to preserve food for future use.

102. Apply nutrition knowledge and food preparation skills to the home preservation of foods.

103. Prepare convenience foods at home.

104. Demonstrate physical and chemical properties of foods.

105. Show creativity in preparing and serving food.

XXVIII. Ability to analyze career and job opportunities.

106. Determine knowledge and skills needed for a food service career.

107. Outline procedures for establishing a food service business.

Home Management and Consumer Education

XXIX. Ability to use management in the home.

108. Identify management patterns throughout the family life cycle.

109. Determine influences on family management practices.

110. Analyze roles of family members in home management.

XXX. Ability to relate community resources to family management.

111. Identify available community resources.

112. Plan ways to use community resources.

113. Identify methods for conserving resources.

114. Explain the interdependency of home and community in family management.

XXXI. Ability to manage family finances.

115. Identify family life style.

116. Determine family income.

117. Plan family finances.

118. Recognize the importance of keeping family records.

119. Analyze buying to meet family needs.

120. Identify ways of achieving family security.

121. Determine wise use of bank services.

122. Determine wise use of credit.

123. Outline consumer responsibilities.

XXXII. Ability to analyze career and job opportunities.

124. Outline procedures for starting a business related to home management.

125. Demonstrate an understanding of business procedures.

Housing, Home Furnishings, and Equipment

XXXIII. Ability to determine the factors affecting housing needs throughout the life cycle.

126. Describe environmental factors affecting housing needs.

127. Describe human factors affecting housing needs.

128. Identify special requirements affecting housing needs.

XXXIV. Ability to determine the legal and financial aspects of obtaining housing.

129. Analyze the various factors affecting the cost of housing.

130. Point out the advantages and disadvantages of home ownership.

XXXV. Ability to evaluate options for housing the family.

131. Identify styles of architecture to meet individual and family needs and interests.

132. Determine current housing trends.

133. Relate housing to family needs.

XXXVI. Ability to determine factors to consider in selecting home furnishings and equipment.

134. Identify characteristics of household textiles.

135. Select household linens.

136. Select window treatments for various types of windows.

137. Select various types of floor coverings.

138. Obtain furniture.

139. Select major home appliances.

140. Obtain accessories for the home.

141. Develop plans for obtaining home furnishings.

XXXVII. Ability to analyze factors influencing home maintenance responsibilities and operating costs.

142. Operate and maintain a home efficiently.

143. Summarize the routine and occasional home care tasks.

144. Determine community and family responsibility of home care and maintenance tasks.

XXXVIII. Ability to analyze career and job opportunities related to housing, home furnishings, and equipment.

145. Examine job and career opportunities related to housing, home furnishings, and equipment.

CHILD DEVELOPMENT, CARE AND GUIDANCE
SEMESTER COURSE

I. Ability to prepare for parenthood.

1. Analyze adjustments required by parenthood.
2. Point out factors to consider when planning and preparing for parenthood.
3. Examine the costs of having a child.
4. Analyze emotional considerations in preparing for parenthood.

II. Ability to provide prenatal and postnatal care for mother and child.

5. Analyze factors which contribute to the well-being of the mother and unborn child.
6. Appraise principles of prenatal and neonatal development.
7. Evaluate prenatal and postpartum/neonatal care of the mother and child.
8. Assess care of the infant.

III. Ability to evaluate child's development.

9. Relate principles of human development to the child.
10. Analyze factors influencing the child's development.
11. Analyze the physical development of the child.
12. Analyze factors influencing the child's intellectual development.
13. Analyze factors influencing the child's emotional development.
14. Analyze factors influencing the child's moral development.
15. Analyze factors influencing personality development.
16. Analyze factors influencing the child's social development.
17. Determine factors affecting the development of the exceptional child.

IV. Ability to evaluate child care techniques.

18. Assess the basic needs of children.

19. Assess factors to consider in meeting the food needs of young children.

20. Assess factors to consider in the selection and care of children's clothes.

21. Analyze housing needs for the developmental stages of childhood.

22. Determine the health and safety procedures necessary for the care of children.

23. Assess factors to consider for a child's emotional health.

24. Design routines which meet the basic needs of young children.

25. Assess child care services.

V. Ability to match child's developmental level with appropriate expectations and activities.

26. Analyze ways children learn.

27. Assess ways to motivate the child.

28. Evaluate techniques for teaching children.

29. Appraise the role of play in the young child's learning.

30. Evaluate toys, equipment, and materials in terms of their appropriateness and contribution to a child's learning and development.

31. Determine the role of communication in a child's learning.

32. Analyze the affective and social value of child's play.

33. Plan activities which contribute to a young child's learning and development.

VI. Ability to select and use appropriate child guidance techniques.

34. Analyze various methods of guidance.

35. Determine effectiveness of various methods of guidance in supporting the development of the child.

36. Assess society's role in protecting the rights of children.

VII. Ability to analyze career and job opportunities related to the field of child development.

37. Describe job and career ladders in child development.

38. Determine competencies needed by child care personnel.

39. Relate child development skills to other occupations.

CLOTHING AND TEXTILES
SEMESTER COURSE

Core Concepts

I. Ability to recognize the role of fashion and apparel in society.

1. Define fashion terms.
2. Recognize historical influences on fashions.
3. Identify fashion cycles.
4. Recognize the importance of fashion in meeting human needs.
5. Relate fashions to lifestyles.
6. Recognize the relationships between the apparel industry, the economy, and the consumer.
7. Determine factors in an individual's lifestyle which are influenced by fashion.

II. Ability to analyze influences on the fashion apparel industry.

8. Outline locations and activities of the fashion apparel industry.
9. Define fashion apparel industry terminology.
10. Identify laws, policies, and regulations related to the fashion apparel industry.
11. Analyze the effects of the fashion apparel industry on health, safety, energy use, and the environment.

III. Ability to meet individual needs through clothing.

12. Determine how clothing affects first impressions of individuals.
13. Identify factors influencing clothing selections.
14. Determine social and cultural influences on clothing selection.
15. Relate design lines and elements and principles of design to clothing selections.

IV. Ability to buy clothing to fit individual and family needs and resources.

16. Select clothing and accessories appropriate for specific activities.
17. Determine influences on buying habits.
18. Utilize consumer skills in buying clothing.

V. Ability to fit ready-to-wear garments.

19. Identify characteristics of a well-fitting garment.

20. Analyze fitting problems of an individual.

21. Utilize knowledge of the principles of fit in fitting a garment to an individual.

22. Determine the potential for satisfactorily altering a garment.

VI. Exhibit ability to purchase and operate sewing equipment.

23. Utilize basic sewing tools and equipment.

24. Use and care for sewing tools and equipment.

VII. Ability to repair and renovate clothing.

25. Utilize appropriate techniques for mending and repairing clothing.

VIII. Ability to select and care for textiles used in clothing.

26. Identify textile fibers.

27. Analyze fabric construction.

28. Determine the uses of fabric finishes.

29. Test fabrics for quality and durability.

IX. Ability to care for clothing appropriately.

30. Plan facilities for proper storage of clothing.

31. Launder clothing using appropriate equipment, procedures, and products.

32. Remove spots and stains using appropriate products and techniques.

33. Utilize appropriate techniques in caring for special fabrics.

34. Follow appropriate procedures for daily clothing care.

35. Utilize appropriate procedures for packing clothing.

X. Ability to analyze job and career opportunities.

36. Examine career ladders in the field of clothing and textiles.

37. Recognize personal attributes which contribute to employability in clothing and textiles jobs.

38. Determine educational requirements and training available for careers in the field of clothing and textiles.

39. Examine specific career opportunities related to clothing and textiles.

Personal Focus

XI. Ability to improve personal appearance.

40. Assess personal appearance.

41. Express personality through clothing and appearance.

42. Improve perceived body proportions through clothing selection.

43. Choose flattering colors for skin, hair, and eyes.

44. Plan a basic wardrobe.

45. Accessorize garments creatively.

46. Improve personal grooming.

47. Improve own appearance through posture, exercise, and diet.

XII. Ability to select appropriate clothing for family members throughout the life cycle.

48. Utilize consumer skills in buying family clothing.

49. Plan appropriate clothing for college or a job.

50. Plan appropriate clothing for a wedding and first year of marriage.

51. Plan attractive maternity clothing to accommodate physical changes during pregnancy.

52. Select appropriate clothing for children.

53. Select men's clothing for a specific individual.

54. Select women's clothing for a specific individual.

55. Select appropriate clothing for the middle-aged and elderly.

56. Select appropriate clothing for the handicapped.

XIII. Ability to construct or alter clothing for self and/or family members.

57. Select an appropriate pattern for a clothing construction project.

58. Alter a pattern to fit an individual.

59. Prepare fabric for cutting.

60. Lay out a pattern for cutting.

61. Cut out a pattern.

62. Mark garment pieces in preparation for construction.

63. Construct a garment utilizing basic construction techniques.

64. Fit and adjust a garment during construction.

XIV. Exhibit ability to construct or alter clothing for self and/or family members.

65. Make major pattern alterations.

66. Apply knowledge of textiles to working with special or problem fabrics.

67. Construct bound or loop buttonholes.

68. Utilize special clothing construction techniques.

69. Employ quick clothing construction techniques.

70. Utilize tailoring techniques.

71. Apply couture finishing techniques.

72. Utilize creative sewing techniques.

XV. Ability to alter, recycle, and design garments.

73. Alter garments to fit individual.

74. Recycle old garments into wearable ones.

75. Design garments utilizing the elements and principles of design.

XVI. Ability to select and care for textiles used in clothing.

76. Analyze textile characteristics.

77. Examine the processes of spinning and dyeing textiles.

78. Examine various weave structures.

79. Distinguish various woven patterns.

XVII. Ability to analyze job and career opportunities.

80. Examine specific career options in clothing and textiles in depth.

81. Develop a plan for starting a clothing construction, repair, or retail fashion merchandising business.

CONSUMER EDUCATION
SEMESTER COURSE

I. Recognize components of effective consumer management.

1. Integrate values, goals, and standards into consumer management.
2. Analyze the effects of needs and wants on consumer management.
3. Relate resource availability and use to consumer management.
4. Utilize the decision-making process in consumer management.
5. Utilize management skills as a consumer.

II. Allocate resources effectively.

6. Develop a spending plan.
7. Use a spending plan to guide spending.
8. Maintain spending records.
9. Obtain credit when needed.
10. Use credit responsibly.
11. Evaluate credit contracts.
12. Determine the cost of credit.
13. Establish savings goals.
14. Select savings plans to meet needs.
15. Establish investment goals.
16. Choose investments to meet needs.
17. Determine insurance needs.
18. Select insurance to meet needs.
19. Determine tax obligations.
20. Maintain tax records.
21. Complete tax forms.

III. Utilize the principles of consumer purchasing.

22. Outline factors influencing consumer purchasing.
23. Select appropriate shopping facilities.
24. Obtain information needed to make purchases.

25. Judge product quality.

26. Analyze guarantees and warrantees.

27. Utilize comparison shopping techniques.

VIV. Buy goods and services.

28. Select and purchase food.

29. Select and purchase clothing.

30. Obtain housing.

31. Furnish a home.

32. Obtain transportation.

33. Obtain automotive products and services.

34. Obtain needed professional, personal, financial, household, repair, and utility services.

V. Accept consumer citizenship responsibilities.

35. Avoid fraud, deception, and quackery.

36. Identify government legislation affecting consumers.

37. Utilize consumer assistance and protection services.

38. Exercise consumer rights.

39. Accept consumer responsibilities.

VI. Understand the interrelationship of the consumer and the economy.

40. Differentiate between the primary economic systems.

41. Describe the major components of the economic system in the United States.

42. Explain how the American market system functions.

43. Summarize current economic issues.

44. Outline the role of money in the economy.

45. Differentiate between inflation and deflation.

46. Identify the functions, types, and services of banks.

47. Summarize the role of banks in the economy.

VII. Analyze careers and job opportunities related to the field of consumer education.

48. Explore careers related to consumer education.

49. Determine skills and competencies needed in jobs and careers related to consumer education.

50. Combine the roles of homemaker and wage earner successfully.

FAMILY/INDIVIDUAL HEALTH
SEMESTER COURSE

I. Ability to promote and maintain family/individual health.

1. Recognize characteristics of a healthy person.
2. Identify habits which promote personal health.
3. Explain how to meet physical health needs of family members.
4. Outline ways to meet emotional health needs of family members.
5. Describe how to meet mental health needs of family members.
6. Outline factors, such as smoking, alcohol or drug abuse, obesity, and lack of exercise, which increase the risk of health problems.
7. Describe adjustments to long-term health problems, such as diabetes or hypertension.

II. Ability to relate public health to family/individual health.

8. Identify major public health concerns.
9. Recognize factors contributing to world health problems.
10. Identify public health organizations.
11. Identify factors affecting community health and safety.
12. Identify community health resources.

III. Ability to make appropriate family health care decisions.

13. Determine factors affecting family health decisions.
14. Outline procedures for selecting health care professionals and services.
15. Examine the trend toward do-it-yourself health care.
16. Examine the consumer's role in decisions regarding medical treatment, drugs, and surgery.
17. Propose ways to prepare financially for illness or accident through insurance coverage and savings.
18. Determine family health resources.
19. Show how to maintain family health records.

IV. Ability to meet safety needs of family members.

20. Outline procedures for maintaining safe and sanitary conditions in the home.

21. Summarize principles of automobile safety.

22. Summarize principles of water safety.

23. Outline fire prevention precautions.

24. Demonstrate application of first aid.

25. Explain how to handle home emergencies involving injuries.

26. Locate community resources for assistance in emergencies.

V. Ability to provide appropriate home care for various illnesses.

27. Recognize signs of illness.

28. Recognize the causes, symptoms, transmission, and prevention of communicable diseases.

29. Plan for provision of home care for various illnesses.

VI. Ability to provide appropriate home care for sick and convalescing family members.

30. Identify post-hospital care alternatives.

31. Describe responsibilities as part of the home health care team.

32. Identify materials needed for home health care.

33. Explain how to prepare for hospital dismissal.

34. Outline procedures for planning home health care for a family member.

35. Describe ways to manage home care of sick or convalescing family member along with other responsibilities.

36. Demonstrate ways to assist sick or convalescing family member with personal hygiene.

37. Demonstrate how to make an unoccupied or occupied sick bed.

38. Explain how to provide for sleep, rest, and relaxation during illness or convalescence.

39. Demonstrate procedures for moving a person needing assistance.

40. Assist sick or convalescing family member with exercise.

41. Describe provisions for sick or convalescing family member's emotional well-being.

42. Select appropriate recreational activities for sick or convalescing family member.

43. Describe the importance of providing therapy as directed.

44. Explain how to use a variety of handicap aids.

45. Take and record vital signs and temperature.

46. Explain how to administer over-the-counter and prescription drugs.

47. Explain how to provide for sick, convalescing, or elderly family member's nutrition needs.

48. Plan foods for a general diet.

49. Plan foods for special diets.

VII. Ability to provide home care during pregnancy, infancy, or early childhood.

50. Describe preparations for the addition of children to the home.

51. Describe health care needed during pregnancy.

52. Outline decisions which must be made regarding delivery of infant.

53. Describe postnatal care needed by mother and infant.

54. Recognize the unique anatomy of the newborn.

55. Demonstrate special infant care skills.

56. Explain how to provide for the infant's development.

57. Recognize typical growth patterns of children.

58. Recognize the importance of childhood immunizations.

59. Describe signs of illness in children.

60. Describe childhood diseases and appropriate care.

61. Explain how to care for the sick child.

VIII. Ability to provide home care for a handicapped family member.

62. Recognize characteristics associated with various handicaps.

63. Determine care required by persons with various handicaps.

64. Identify resources available to the handicapped.

65. Recognized family adjustments when a family member is handicapped.

IX. Ability to provide home care for an elderly family member.

66. Recognize physical, mental, and emotional changes occurring in the aging process.

67. Describe the physical care needs of the elderly.

68. Identify safety equipment needed by the elderly.

69. Determine health care options for elderly persons.

70. Recognize family adjustments related to living in an extended family.

X. Ability to provide home care for a terminally ill family member.

71. Describe emotional reactions to a "terminal" diagnosis.

72. Recognize the importance of attitude in terminal illness.

73. Recognize adjustments in living with a terminally ill family member.

74. Outline the stages of dying and death.

75. Outline the stages in the grief process.

XI. Ability to identify career and job opportunities in family/individual health.

76. Identify career opportunities related to family/individual health.

77. Determine skills and competencies needed in jobs related to family/individual health.

78. Outline educational preparation needed for jobs related to family/individual health.

FAMILY LIVING AND PARENTHOOD
SEMESTER COURSE

I. Ability to analyze own development.

1. Analyze individual needs at various stages of development.
2. Develop a positive self-concept.
3. Determine influences on value development and clarification.
4. Develop a values system.
5. Develop a philosophy of life.
6. Analyze own character development.
7. Examine ways to develop and maintain mental health.
8. Apply management principles to own life.
9. Demonstrate sensitivity in dealing with own needs and those of others.
10. Describe adjustments of the single adult.

II. Ability to assess realistically patterns of dating and the process of mate selection.

11. Analyze dating relationships.
12. Analyze the process of mate selection.
13. Distinguish the types of love.
14. Determine the functions of engagement.
15. Analyze marriage laws and customs.
16. Outline adjustments necessitated by marriage.

III. Ability to assess the components of responsible parenthood.

17. Define the term *family*.
18. Examine factors in preparation for parenthood.
19. Determine financial considerations related to children.
20. Outline potential emotional effects of parenthood.
21. Examine alternatives to natural parenting.

IV. Ability to analyze factors contributing to successful family living.

22. Analyze factors affecting relationships within the family.

23. Demonstrate specific supportive interpersonal techniques with individuals and groups.

24. Analyze individual interaction in groups.

25. Compare perceptions of family roles.

26. Distinguish differences in families.

27. Outline the rights of family members.

28. Determine the responsibilities of family members.

29. Outline the basic functions of the family.

30. Point out the benefits of family living.

31. Analyze the roles of the family in the social structure.

32. Determine the effects of culture on the family.

33. Analyze laws related to the family.

34. Determine the impact of change on the family.

V. Ability to distinguish characteristics of each stage of the family life cycle.

35. Outline functions of the family at each stage of the family life cycle.

36. Point out possible adjustments, problems, and rewards at each stage of the family life cycle.

37. Examine support systems and services available to the family at each stage of the family life cycle.

VI. Ability to manage family problems and crises.

38. Identify crises which a family may face.

39. Examine methods and resources for preventing crises.

40. Analyze family problems and crises.

41. Analyze approaches for coping with family problems and crises.

VII. Ability to analyze career and job opportunities.

42. Develop interpersonal skills needed for job success.

43. Examine job and career opportunities related to family living.

44. Examine the interrelationship of employment and home life.

FOOD AND NUTRITION
SEMESTER COURSE

I. Ability to determine nutrition needs of family members throughout the life cycle.

1. Analyze physiological, psychological, and social influences on eating patterns and habits.
2. Analyze the processes of digestion, absorption, and metabolism in the body's use of food.
3. Identify nutrients and their functions in the body.
4. Assess the roles of the recommended daily allowances and the dietary guidelines in achieving a balanced diet.
5. Discern food fads and fallacies.
6. Analyze special nutrition needs that occur during a lifetime.

II. Ability to plan nutritious meals and snacks.

7. Analyze factors influencing meal planning for individuals and families.
8. Develop menus for family meals.

III. Ability to manage family meals.

9. Manage time, energy, and equipment when preparing family meals.

IV. Ability to serve foods attractively.

10. Serve family meals attractively.
11. Utilize appropriate table courtesy.
12. Evaluate the quality of foods prepared and quality of service.

V. Apply consumer skills to food buying.

13. Develop a food budget.
14. Recognize the influence of advertising and marketing on food choices.
15. Utilize appropriate shopping techniques.
16. Utilize label information in making buying decisions.

VI. Utilize basic skills in kitchen planning and management.

17. Utilize appropriate kitchen equipment for food preparation tasks.

18. Use safe and sanitary procedures for food preparation.

19. Use recipes effectively in food preparation.

VII. Ability to prepare a variety of foods.

20. Recognize the major nutrients provided by each of the food groups.

21. Analyze forms and uses of foods from the food groups.

22. Identify proper methods of selection and storage for foods.

23. Utilize principles of preparation which preserve nutrients and enhance flavor and appeal of foods.

VIII. Ability to evaluate commercial food processing in terms of family health.

24. Evaluate the use of food additives in processed foods.

25. Analyze food processing and marketing techniques.

26. Outline new trends in food processing.

IX. Ability to preserve food for future use.

27. Apply nutrition knowledge and food preparation skills to the home preservation of foods.

28. Prepare convenience foods at home.

X. Ability to analyze career and job opportunities.

29. Describe job and career ladders in food and nutrition.

30. Determine competencies needed for job success.

31. Relate food and nutrition skills to other occupations.

HOME MANAGEMENT
SEMESTER COURSE

I. Ability to use management to achieve individual and family goals.

1. Identify the meaning and purposes of management.
2. Identify and use human and material resources.
3. Develop personal and family priorities.

II. Ability to use the management process.

4. Identify various types of decisions.
5. Apply the steps in decision making.
6. Implement the management process.
7. Analyze managerial procedures.
8. Describe factors affecting decisions and management.

III. Ability to manage family finances.

9. Identify sources of income.
10. Recognize variations that may be anticipated during the life cycle.
11. Develop family spending plans.
12. Recognize the importance of family records.
13. Indicate the role of credit in family finances.
14. Outline ways to achieve family security.

IV. Ability to use consumer skills.

15. Outline procedures for making consumer decisions.
16. Select appropriate shopping facilities.
17. Use comparison shopping techniques.
18. Analyze product quality.
19. Identify the rights and responsibilities of consumers.

V. Ability to manage a home.

20. Select a home.
21. Select home furnishings and equipment.
22. Manage home maintenance.

23. Manage family food.

24. Manage family relationships.

25. Plan appropriate child care.

26. Manage family clothing.

27. Manage family transportation.

28. Manage family recreation and leisure time.

VI. Ability to analyze career and job opportunities.

29. Determine skills and competencies needed for job success in jobs related to institutional and home management and consumer education.

30. Identify job opportunities related to institutional and home management and consumer education.

31. Recognize the interrelationship of employment and home management.

HOUSING, HOME FURNISHINGS, AND EQUIPMENT SEMESTER COURSE

I. Ability to analyze the interrelatedness of the various factors affecting housing for individuals and families.

1. Determine functions of housing.

2. Analyze the influence of housing on individuals and families.

II. Ability to determine the factors influencing housing and home furnishings decisions.

3. Describe human factors influencing housing and home furnishings decisions.

4. Identify environmental factors influencing housing and home furnishings decisions.

5. Identify special requirements influencing housing and home furnishings decisions.

III. Ability to recognize factors which will influence future housing.

6. Project the effects on housing of population, pollution, and energy conservation.

7. Relate technological developments to housing.

8. Analyze the interrelatedness of housing and the nation's economy.

IV. Ability to point out the advantages and disadvantages of different types of housing.

9. Identify types of housing available.

10. Describe characteristics of various types of housing.

V. Ability to evaluate various aspects of housing.

11. Apply the decision-making process to housing or home furnishings choices.

12. Describe living space needs based on the needs and activities of individuals and families.

13. Categorize zones or areas found in housing.

14. Relate factors of circulation to space utilization.

15. Identify methods of expanding living space.

16. Relate a home's appearance to satisfaction received from housing.

17. Analyze orientation factors to consider when selecting a housing location.

18. Determine standards and alternatives for home comfort and sanitation provisions.

19. Define terminology used in housing construction.

20. Identify styles of architecture to meet individual and family needs and interests.

21. Identify factors to consider in the selection of a location for living.

22. Analyze general considerations to be used in selecting housing interiors and exteriors.

23. Specify factors contributing to safe conditions in housing.

24. Relate the availability of community services to the desirability of housing.

25. Explain the purpose and meaning of symbols and abbreviations used in blueprints or work drawings.

VI. Ability to assess the management and consumer aspects of housing, home furnishings, and equipment.

26. Analyze the legal and financial aspects of obtaining housing.

27. Identify legislation and agencies for housing protection.

28. Explain ways to minimize the cost of operating and maintaining a home.

29. Assess the importance of energy conservation in the home.

VII. Ability to relate the selection and arrangement of home furnishings to the elements and principles of design.

30. Interpret the importance of design in home furnishings.

31. Describe the kinds of design.

32. Apply the elements and principles of design to the selection and arrangement of home furnishings.

VIII. Ability to determine factors to consider in selecting home furnishings and equipment.

33. Identify characteristics of household textiles.

34. Select household linens.

35. Select window treatments for various types of windows.

36. Select various types of floor coverings.

37. Obtain furniture.

38. Select major home appliances.

39. Obtain accessories for the home.

IX. Ability to develop guidelines for the selection of home furnishings and equipment.

40. Analyze consumer shopping plans.

41. Distinguish between informative and deceptive advertisements.

42. Point out the importance of product labeling.

43. Examine furniture construction as it relates to quality.

44. Judge advantages and disadvantages of methods of payment for home furnishings and equipment.

X. Ability to analyze career and job opportunities related to housing, home furnishings, and equipment.

45. Examine career opportunities in housing, home furnishings, and equipment.

46. Identify factors contributing to employability in jobs related to housing, home furnishings, and equipment.

47. Evaluate job and career opportunities available in housing, home furnishings, and equipment.

PART II

OCCUPATIONAL HOME ECONOMICS EDUCATION

CHILD CARE AND GUIDANCE MANAGEMENT AND SERVICES

I. Carry out responsibilities related to care and guidance of children.

1. Identify competencies needed to be an effective child care employee.
2. Describe personal qualities which lead to job success in child care/development employment.
3. List rules, guidelines, and purposes for observing children.
4. Observe and record the growth and development of individual children.
5. Keep records in an early childhood center.
6. Maintain records concerning the growth, behavior, and progress of each child.
7. Utilize recognized developmental norms to assess the accomplishments of individual children, taking into careful consideration their strengths, weaknesses, and learning opportunities.
8. Demonstrate an understanding of child care/development services.
9. List important events in and contributors to early childhood education.
10. Define the role of care for children of various ages.
11. Identify local agencies which offer care for children.
12. Compare types and quality of services in various child care operations in the community.
13. Accept a share of responsibility in the operation of the child care center.
14. Identify the management functions in the operation of the child care center.
15. Work cooperatively with the director and staff of the child care center concerning plans, activities, policies, and rules.
16. Follow the procedures and policies of the child care center.
17. Prepare for the licensing of the child care center.
18. Recognize legal restrictions and responsibilities related to child care.
19. Handle special situations in a children's center.

20. Assist in establishing program goals.

21. Assist in planning a program for infants, toddlers, preschool, or after-school children.

22. Develop a children's/participants' evaluation system.

23. Promote community-center understanding.

24. Assist with child care center communications.

25. Perform clerical duties.

II. Set up and maintain a safe and healthy learning environment.

26. Plan a learning environment appropriate to the basic needs and developmental level of the children.

27. Organize space and equipment for indoor and outdoor activities.

28. Maintain a planned furniture, equipment, and materials arrangement that is understandable to children.

29. Select equipment and prepare homemade materials which will meet the needs of the children who will use it.

30. Maintain a safe and healthy physical environment which meets licensing standards for child care programs.

31. Keep light, ventilation, sanitation, and heat at the best possible levels for health and safety.

32. Store and distribute materials and supplies.

33. Provide activities and opportunities for children to acquire and practice good health habits.

34. Recognize important health considerations concerning children's clothing.

35. Supervise rest periods which meet the needs of the children.

36. Recognize symptoms of common childhood diseases.

37. Report signs of illness or discomfort in children and follow accepted procedures to care for a child who shows symptoms of illness.

38. Follow procedures for administering prescribed medications to a sick child.

39. Perform housekeeping and maintenance tasks.

40. Identify the nutritional needs of the children.

41. Follow criteria for food handling and storage required by local agencies.

42. Prepare and serve nutritious meals and snacks for children when necessary.

43. Display awareness of various ethnic, regional, and economic patterns which affect eating habits.

44. Create a meal or snack time environment which contributes to development of good food habits, table manners, and hygiene.

45. Use appropriate procedures in introducing foods into the child's diet.

46. Recognize common feeding problems.

47. Use eating and food as a means of providing experiences which stimulate learning and contribute to the development of the child.

48. Help children prepare for meal or snack time.

49. Keep indoor and outdoor facilities free of hazardous conditions and unsafe equipment and materials.

50. Take measures to reduce and prevent accidents.

51. Provide careful supervision to ensure the safety of the children.

52. Develop and implement safety rules.

53. Stop or redirect unsafe activities.

54. Develop good safety habits in daily activities with children.

55. Prepare for and respond appropriately to any emergency that might arise.

56. Apply first aid when necessary.

57. Equip a first aid kit.

III. Advance physical and intellectual competence.

58. Recognize normal development patterns and differences among children of various ages.

59. Recognize factors which affect children's development.

60. Recognize the special needs and differences of exceptional children.

61. Use teaching methods and skills appropriate for working with children at varied developmental levels.

62. Recognize the child's psychomotor skills, and maintain flexible, progressive expectations of the child in performing these skills.

63. Determine the physical needs of the child.

64. Provide for the basic physical needs of the child.

65. Provide for the special physical needs of handicapped children.

66. Provide a variety of appropriate equipment, activities, and opportunities to promote the physical development of the children.

67. Encourage children to explore, experiment, and question.

68. Provide activities, experiences, and materials which encourage questioning, probing, and problem-solving skills appropriate to the developmental level of each child.

69. Identify interest centers that help children fulfill curiosity, gain mastery, and progress toward higher levels of achievement.

70. Provide activities which enhance children's sensory perceptions.

71. Recognize the process of language acquisition, the sequence of language development, and ways to promote language facility.

72. Provide a variety of stimulating language experiences suitable for the child's age and individual needs.

73. Provide a variety of experiences to develop children's verbal and nonverbal communication skills.

74. Provide meaningful listening experiences for children.

75. Use literature with young children.

76. Provide pre-number and pre-math activities suitable for the child's developmental level.

77. Provide shape and spatial relationship activities suitable for the child's developmental level.

78. Help children understand their environment.

79. Acquaint children with the persons who keep things functioning in their home, school, and community.

80. Provide science and nature activities suitable for the child's developmental level.

81. Guide children in creative art activities suitable for the child's developmental level.

82. Provide experiences which foster creative dramatic play.

83. Provide activities in which children can express themselves through music and dance.

84. Support and accept children's creative expressions.

IV. Build positive self-concept and individual strength.

85. Provide environment in which the child can develop a positive self-concept.

86. Recognize behavior which reflects negative self-concepts.

87. Give direct, positive reinforcement to the child's advancing skills, initiative, and responsibility.

88. Help the child develop a sense of independence.

89. Help child cope with conflicting needs for independence and dependence.

90. Create an environment which enables the child to accept responsibility for own needs, and to care for personal items, toys, and books.

91. Help children acquire skills, initiative, and a sense of responsibility.

92. Value individual differences in children and families.

93. Provide activities and experiences based on each child's individual needs.

94. Foster acceptance and appreciation of cultural variety in children and adults as an enrichment of personal experience.

95. Provide experiences which help children develop respect for others.

96. Help each child to develop pride as an individual and as a member of a cultural/ethnic group.

97. Encourage each child to develop personal abilities and talents to their maximum potential.

98. Recognize the emotional needs and developmental stages of children.

99. Help children learn to express, understand, and control their emotions.

100. Respond to children's communication of need for emotional support.

101. Help children learn acceptable behavior patterns when expressing emotions.

V. Promote positive functioning of children and adults in a group environment.

102. Recognize the social needs and development of children.

103. Help young children develop socially.

104. Help young children learn to work and play cooperatively indoors and outdoors.

105. Help children learn to get along with others, and encourage feelings of mutual respect among the children in the group.

106. Respect individual and group rights of children and adults in the group.

107. Plan the activity program for the children to include opportunities for playing and working together, and for sharing experiences and responsibilities with adults.

108. Use effective ways of guiding children's behavior.

109. Identify problem behaviors and use positive guidance techniques for improving them.

110. Guide children in learning to adapt to the world around them.

111. Establish and implement a system of limits which helps children learn to respect the rights and property of others.

112. Establish simple rules with the group that are understood and accepted by children and adults.

113. Help plan, follow, and evaluate the daily schedule and routines of the child care center.

114. Organize and implement a positive and comfortable routine.

115. Provide flexibility in time schedule, program, and space arrangement.

VI. Coordinate home and center child-rearing practices.

116. Recognize the family as a prime educator in the child's total development.

117. Support the family structure.

118. Maintain confidentiality of information about child and family.

119. Establish relationships with parents that facilitate communication about their children.

120. Provide opportunities to exchange information about the children's progress and special needs with their parents.

121. Support, encourage, and provide opportunities for parents to get involved in center activities.

122. Involve parents in the program in exemplifying the different cultures of the community.

123. Assist parents in identifying and obtaining community services available to them.

CLOTHING, APPAREL, AND TEXTILES MANAGEMENT, PRODUCTION, AND SERVICES

I. Manage business responsibilities related to fabric and ready-to-wear departments and stores.

1. Receive, check, and store merchandise.
2. Unpack, protect, prepare and price mark merchandise.
3. Stock sales floor, shelves, and racks.
4. Take stock counts and inventories.
5. Assist in the care and maintenance of the store and stockroom.
6. Approach, greet, and assist customers with selections, trying on garments, and reaching buying decisions.
7. Answer customers' questions about merchandise, quality features, trends, sizes, locations, directions, and guarantees.
8. Handle customer complaints.
9. Perform routine clerical duties.
10. Prepare sales slips, computing sales ticket totals, discounts, and added charges.
11. Use cash register in receipt of payments for cash and charge sales.
12. Handle coupons, rain checks, gift certificates, layaways, merchandise returns, and refunds.
13. Interpret credit card application procedures and credit and billing procedures to customers.
14. Record and report daily sales, and close out department at end of selling day.
15. Develop, evaluate, implement, and follow organizational goals, policies, and procedures.
16. Supervise equipment selection, purchase, use, and care.
17. Maintain safe working conditions.
18. Identify procedures used to plan, interview, hire, evaluate, and discharge staff.
19. Train, supervise, and motivate employees.
20. Prepare work schedules and job assignments.
21. Relieve or assist other employees during emergencies or rush periods.

22. Plan, purchase, route and price apparel and accessories.

23. Complete shipping, receiving, and purchase reports.

24. File claims for merchandise damages, shortages, overcharges, and substitutes.

25. Handle complaints and human relations problems.

26. Formulate merchandising policies, coordinate merchandising activities, and apply merchandising techniques for profit.

27. Prepare and maintain records, correspondence, and forms.

28. Plan finances, and analyze costs and sales.

29. Identify and observe applicable government regulations.

30. Identify competencies needed to be an effective clothing, apparel, and textiles management, production, and services employee.

31. Describe personal qualities which lead to job success in clothing, apparel, and textiles management, production, and services.

II. Recognize, describe, and utilize various fashion components.

32. Use correct textile terminology.

33. Recognize and point out textile characteristics and care requirements of various fabrics.

34. Consider textile characteristics in garment design, construction, alteration, repair, and care.

35. Explain textile legislation, standards, and labeling.

36. Recognize and utilize the elements and principles of design in designing, constructing, or altering garments.

37. Trace fashion cycles, differentiating among fads, fashions, and styles, and identifying recurrent style details.

38. Provide information about current fashions, trends, and colors.

III. Coordinate apparel and accessories.

39. Recognize signs of quality in apparel and accessories.

40. Coordinate women's wear, men's wear, infants' and children's wear, shoes, and accessories.

41. Show customers fashionable ways to wear accessories.

42. Assist in making arrangements for weddings, wedding receptions, showers, and teas and in advising brides on wedding etiquette.

43. Assist bride in selecting wedding apparel and trousseau.

IV. Assist home sewers with selections and problems.

44. Organize, locate, record, and reorder patterns.

45. Assist home sewers in selecting fabrics, patterns, threads, trimmings, and other notions.

46. Determine fabric, amount of fabric, interfacing, lining, underlining, and interlining appropriate for pattern and construction methods.

47. Determine the amount of fabric required for various sewing projects.

48. Measure, cut fabrics or trim, and prepare remnants for sale.

49. Answer customers' questions about fabrics, patterns, notions, sewing supplies, equipment, and construction techniques.

50. Demonstrate to customers small sewing equipment and various construction techniques.

51. Construct garments for display in the fabric department or store.

V. Help plan, carry out, and evaluate a fashion promotion program.

52. Help plan the store's sales promotions and special sales events.

53. Help select merchandise, and plan and prepare advertisements.

54. Keep records on the sales of advertised merchandise.

55. Point out features of advertised merchandise to customers.

56. Plan and schedule fashion displays.

57. Select and construct decorative props and merchandise signs for use in displays.

58. Set up, light, maintain, and evaluate store and window displays.

59. Help plan, organize, and carry out publicity for a fashion show.

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60. Plan and/or present the commentary for a fashion show.

61. Prepare the dressing room for models.

62. Model apparel and accessories.

VI. Select, store, use, and care for sewing tools and equipment.

63. Identify, safely use, care for, and store small sewing tools and sewing and pressing equipment.

64. Select and purchase sewing supplies, notions, and sewing and pressing equipment.

65. Thread, adjust, operate, and maintain a domestic sewing machine.

66. Thread, adjust, safely operate, and maintain industrial sewing machines.

67. Adjust machine chair and kneelift to fit operator.

VII. Use basic sewing and pressing skills.

68. Operate sewing machine with speed and efficiency.

69. Select and use appropriate machine stitching techniques.

70. Rip stitching without damaging fabric.

71. Select and make appropriate hand stitches.

72. Use techniques suitable for fabric when pressing, shaping, or molding construction details, and in final pressing.

VIII. Participate in the design and production of apparel and accessories.

73. Select fabrics and trims suitable for the garment design.

74. Construct sample garment.

75. Develop and evaluate fashion design for production.

76. Make master pattern and test for accuracy.

77. Grade patterns in a range of sizes by hand or machine.

78. Sew duplicates of first sample garment in each size.

79. Write instructions for pattern layout and assembly of garment pieces.

80. Construct cutting markers for commercial production.

81. Compute fabric yardage requirements per cutting marker in commercial production.

82. Prepare or interpret cutting or spread tickets in commercial production.

83. Prepare fabric and cut by hand or machine.

84. Mark and shade cut garment pieces.

85. Sort and bundle garment parts for delivery to assembly area.

86. Use industrial sewing terminology correctly.

87. Observe safety regulations and follow standardized methods for operations in an industrial sewing room.

88. Figure earnings of sewing machine operator.

89. Distribute and collect bundles of garment parts and supplies.

90. Assemble bundles or subassemblies for efficient work flow during each phase of production.

91. Perform assigned sewing operation(s) on standard or special sewing machine(s).

92. Notify sewing machine repairperson of machine problems.

93. Inspect garments, locate defects, and mark garments using standard defect symbols.

94. Repair defective garments.

95. Sort and pack finished garments.

IX. Construct custom-made garments.

96. Arrive at work/price agreement with customer.

97. Measure customer for size, and record measurements and body irregularities.

98. Schedule appointments for conferences and fittings.

99. Check customer's measurements with those of pattern, and note variations.

100. Design or alter pattern to ensure custom fit of garment.

101. Prepare fabric for cutting.

102. Observe suggested pattern layout, make adaptations where appropriate, and lay out pattern pieces according to grain specifications

103. Position and pin pattern sections on fabric, or outline pattern parts on fabric.

104. Cut fabric following pattern edge or outline.

105. Mark fabric using appropriate techniques for the fabric.

106. Assemble cut pieces for garment construction.

107. Preserve shape of garment by staystitching and directional stitching.

108. Pin or baste garment pieces together in units in preparation for fitting or stitching.

109. Sew garment parts together in unit sequence using appropriate stitches and techniques.

110. Press construction details as each unit is completed.

111. Finish edges by appropriate methods.

112. Apply interfacing, underlining, and lining where appropriate.

113. Fit basic garment units to customer and make needed adjustments.

114. Construct and attach pockets, binding, facing, collars, and sleeves to garments.

115. Finish waistline of garments.

116. Put in zippers.

117. Make final fittings of garments.

118. Make hand or machine buttonholes.

119. Select and apply appropriate hem finishes.

120. Apply buttons, fasteners, and decorative trim to finished garments.

121. Construct belts.

122. Press finished garments.

123. Evaluate appearance of finished garments.

X. Fit, alter, and repair garments.

124. Fit garment on customer while maintaining grain, and analyze fitting problems.

125. Identify alterations that can or cannot be performed.

126. Offer suggestions for desirable alterations and mark or pin garment accordingly.

127. Estimate cost, determine pickup date, and make a claim check for alterations or repairs.

128. Prepare a tag indicating alterations or repairs and giving instructions.

129. Interpret alteration markings, and make alterations on garments.

130. Select and use appropriate techniques to make garment repairs.

XI. Care for clothing.

131. Receive and mark laundry or dry cleaning in a commercial establishment.

132. Sort laundry or dry cleaning, pre-spot garments, and determine appropriate laundry and dry cleaning procedures for each garment.

133. Launder or dry clean using commercial equipment.

134. Use proper finishing procedures.

135. Inspect finished laundry or dry cleaning.

136. Measure, resize, mark, and fold clothing.

137. Press garments correctly.

138. Assemble garments according to ticket number.

139. Identify customer's garments according to ticket number, and bag garments.

140. Pack and store garments.

FOOD PRODUCTION, MANAGEMENT, AND SERVICES

I. Manage business responsibilities related to food production and service.

1. Identify competencies needed to be an effective food service employee.
2. Describe personal qualities which lead to job success in food management, production, and services.
3. Develop, evaluate, and implement organizational goals, policies, and procedures in the operation of food service.
4. Determine and evaluate location, layout of facilities, and decor.
5. Supervise equipment selection, purchase, use, and care.
6. Maintain safe working conditions.
7. Identify procedures used to plan, interview, hire, evaluate, and discharge staff.
8. Train personnel, and enforce policies of personal hygiene, sanitation, and safety.
9. Prepare work schedules and job assignments.
10. Relieve or assist other employees during emergencies or rush periods.
11. Plan menus appropriate for type of food service.
12. Select, develop, and standardize recipes.
13. Cost menu items, set menu prices of foods, and make changes in menu when needed.
14. Arrange, design, and interpret menu sheets or folders.
15. Contact purveyors, and compare food prices.
16. Prepare market orders, and purchase food and consumable supplies.
17. Evaluate use, cost, ease of preparation, and aesthetic qualities of foods.
18. Direct stockroom activities.
19. Take inventories of food, utensils, and equipment.
20. Plan, coordinate, and supervise production.
21. Set production standards.

22. Control and improve sequence of operations.

23. Schedule food preparation tasks.

24. Utiiize food, labor, and equipment cost-control procedures.

25. Handle complaints and human relations problems.

26. Apply merchandising techniques to ensure profit.

27. Plan and conduct advertising and promotional programs.

28. Prepare and maintain records, correspondence, and forms.

29. Plan and analyze finances, costs, and sales.

30. Interpret and comply with laws and statutes pertaining to food service establishments.

II. Utilize appropriate safety practices and emergency procedures.

31. Keep food service facility free of hazardous conditions and unsafe equipment and materials.

32. Maintain high safety standards in food preparation, service, and cleanup tasks.

33. Follow appropriate procedures in emergency situations.

34. Complete accident reports and records.

III. Maintain appropriate standards of sanitation.

35. Follow federal, state, and local sanitation codes for food service establishments.

36. Maintain acceptable standards in personal grooming and hygiene.

37. Perform sanitation duties according to the cleaning schedule provided.

38. Use sanitary food handling, preparation, and storage techniques.

39. Report signs of pests in the food service establishment.

40. Use sanitary procedures when washing, sanitizing, and drying pots, pans, and other utensils by hand.

41. Use sanitary procedures when washing glassware, tableware, and flatware in the dishwashing machine.

42. Inspect, sort, and store clean glassware, tableware, flatware, and utensils.

IV. Use nutrition information in planning, preparing, and serving food.

43. Display awareness of various factors which affect eating habits.

44. Use nutrition information in meeting dietary needs of persons of various ages.

45. Use food preparation techniques which conserve nutrients.

46. Define and use correct diet terminology.

47. Recognize menus for general and modified diets.

48. Adapt menus for modified diets.

49. Follow diet instructions in preparing general and modified diets and diet supplements, and in assembling trays.

50. Report patient food response to supervisor.

V. Select, use, and care for food service equipment.

51. Identify, select, and use large and small food service equipment.

52. Clean, maintain, and store food service equipment and tools.

53. Report equipment needing repairs to supervisor.

VI. Receive, store, and issue food and supplies.

54. Receive and inspect food and supplies.

55. Complete receiving records.

56. Prepare food and supplies for storage, and then store.

57. Maintain storage facilities at optimum conditions for food preservation.

58. Issue and rotate food and supplies.

VII. Use appropriate food production techniques.

59. Adjust standard recipes to serve more or fewer persons than specified.

60. Read and follow recipe instructions.

61. Use food preparation and service terms correctly.

62. Recognize a variety of foods: their types, forms, and properties.

63. Set up and maintain individual work area utilizing time- and energy-saving techniques.

64. Requisition food and supplies.

65. Assemble and prepare ingredients (or suitable substitutes) and equipment.

66. Measure and weigh foods according to specifications in standard recipes.

67. Use a variety of cooking techniques.

68. Utilize convenience foods in food preparation.

69. Use correct time and temperatures for food preparation.

70. Recognize, use, and store spices, herbs, and extracts properly.

71. Prepare a variety of non-alcoholic beverages.

72. Prepare appetizers and garnishes.

73. Prepare hot and cold sandwiches.

74. Prepare salads and salad dressings.

75. Prepare fruits and vegetables.

76. Prepare soups, sauces, and gravies.

77. Prepare cereal and pasta products.

78. Prepare eggs and egg dishes.

79. Prepare cheeses and cheese dishes.

80. Prepare meats, seafoods, and poultry.

81. Prepare puddings, custards, souffles, gelatin desserts, and frozen desserts.

82. Prepare fruit desserts and fried desserts.

83. Prepare quick breads.

84. Make yeast breads.

85. Make cookies.

86. Make cakes.

87. Make pies, pastries, and meringues.

88. Prepare and use icings, frostings, and fillings.

89. Prepare specialty foods (international cuisine, ethnic cuisine, gourmet foods).

90. Excercise showmanship in specialized food preparation in dining area or at customer's table.

91. Plate and garnish foods attractively.

92. Prepare artistic food displays for serving lines, buffets, soup and salad bars, special events.

93. Observe, test, and evaluate quality of foods being prepared using sanitary procedures.

94. Portion foods accurately during food preparation and service using specified portioning tools.

95. Hold or store prepared foods until needed.

96. Plan work schedule so foods are ready at serving time.

97. Coordinate and assemble food orders.

VIII. Utilize appropriate customer service procedures.

98. Perform opening, closing, and sidework duties.

99. Set up a banquet or meeting room according to written orders.

100. Take dining reservations and determine seating needs, using space and personnel effectively

101. Welcome guests and oversee customer comfort.

102. Present menus, answer questions, encourage purchase of additional menu items, and take food orders following prescribed methods.

103. Relay orders to kitchen or serving counter.

104. Pick up orders in kitchen, and verify by scanning filled plates and trays.

105. Package take-out orders, and serve take-out customers.

106. Transfer food and dishes between floors of an establishment using a dumbwaiter.

107. Serve food and beverages in prescribed manner.

108. Provide appropriate accompaniments with each course.

109. Serve foods at customer's table, a seated banquet, or special occasion.

110. Serve food and beverages to guests or patients in their rooms.

111. Check guests' or patients' needs and supply needed items.

112. Handle and report complaints as directed.

113. Clear items from tables, and remove soiled items from tables and stations.

114. Carry loaded trays between kitchen and serving areas.

115. Sort, count, and store utensils at designated places.

116. Itemize and total price of each order.

117. Present check to customer, and accept payment or refer customer to cashier.

118. Prepare cash drawers.

119. Handle payments (cash, checks, credit cards), operating cash register, making change, and writing receipts.

120. Display, sell, order, and restock counter items.

121. Prove cash, and prepare deposits.

122. Give tips to proper waiters/waitresses.

IX. Transport food, beverages, and equipment to and from serving location.

123. Pack and transport food, beverages, utensils, and equipment.

124. Designate trays with name and room or order number for delivery to patients, guests, or customers.

125. Maintain quality of transported food.

126. Set up rooms for catered parties.

127. Unload and deliver food and beverages.

128. Pick up food carts, and empty trays from patients, guests, or customers.

129. Pick up and return trays, dishes, utensils, and equipment to dishwashing area.

HOME AND COMMUNITY SERVICES

I. Carry out responsibilities related to home and community services occupations.

1. Identify competencies needed to be an effective employee in home and community services occupations.

2. Describe qualities which lead to job success in home and community services.

3. Follow rules, policies, and procedures of organization or business.

II. Receive, store, requisition, issue, use, and care for cleaning equipment and supplies.

4. Store equipment and supplies.

5. Requisition equipment and supplies.

6. Select, follow directions, use, and care for cleaning equipment and supplies.

7. Organize equipment and supplies to save time and energy.

8. Stock supply cart or carrier with cleaning supplies.

9. Utilize proper body mechanics to save time and energy in cleaning tasks.

III. Perform necessary tasks to put rooms and building areas in good order.

10. Follow recommended procedures for entering and leaving guest rooms, handling pass key, occupancy report, and preliminary check of room condition.

11. Plan sequences of cleaning tasks.

12. Clean rooms and building areas as directed.

13. Keep private home clean and in reasonable order.

IV. Perform specific cleaning tasks.

14. Collect, empty, and clean ashtrays, glasses, pitchers, ice buckets, trash and garbage containers.

15. Sweep, mop, vacuum, wax, buff, or apply finish to floors.

16. Shampoo carpet.

17. Remove soiled bed linens, and deposit in designated place.

18. Make beds quickly and efficiently.

19. Clean beds and assist in turning mattresses as directed.

20. Dust, wax, polish, clean, vacuum or shampoo furniture.

21. Clean and wash glass, porcelainized surfaces and windows.

22. Clean light fixtures and remove and replace light bulbs when necessary.

23. Clean walls, ceilings, woodwork, and chalkboards.

24. Polish wooden surfaces.

25. Clean window treatments.

26. Remove soiled bath linens, and put in designated place.

27. Clean and sanitize bathrooms, restrooms, and shower rooms.

28. Clean outside areas, such as walkways, patios, driveways, porches, and parking lots.

29. Inspect and maintain playground equipment and fences.

30. Display flag using correct procedures.

V. Care for household linens and/or clothing.

31. Air blankets, pillows, and mattresses.

32. Obtain clothing care services as needed.

33. Receive and mark laundry or dry cleaning in a commercial establishment.

34. Sort laundry or dry cleaning, pre-spot, and determine appropriate procedures for each item.

35. Launder or dry clean using commercial equipment.

36. Use proper finishing procedures.

37. Inspect finished laundry or dry cleaning.

38. Measure, resize, mark, and fold clothing.

39. Iron, press, fold, store, and distribute clean linens and clothes.

40. Assemble garments by ticket number or other identification.

41. Identify customer's garments according to ticket number, and bag garments.

42. Pack and store garments.

VI. Maintain appropriate standards of sanitation in a food service facility.

43. Maintain acceptable standards in personal grooming and hygiene.

44. Perform sanitation duties according to the cleaning schedule provided.

45. Use sanitary food handling, preparation, and storage techniques.

46. Report signs of pests in the food service establishment.

47. Use sanitary procedures when washing, sanitizing, and drying pots, pans, and other utensils by hand.

48. Use sanitary procedures when washing glassware, tableware, and flatware in the dishwashing machine.

49. Inspect, sort, and store clean glassware, tableware, flatware, and utensils.

VII. Select, use, and care for food service equipment.

50. Identify, select, and use large and small food service equipment.

51. Clean, maintain, and store food service equipment and tools.

52. Report equipment needing repairs to supervisor.

VIII. Receive, store, and issue food and supplies.

53. Prepare for storage, store, issue and rotate food and supplies.

54. Maintain storage facilities at optimum conditions for food preservation.

IX. Use appropriate food production techniques.

55. Read and follow recipe instructions.

56. Use food preparation and service terms correctly.

57. Recognize a variety of foods: their types, forms, and properties.

58. Set up and maintain individual work area utilizing time- and energy-saving techniques.

59. Requisition food and supplies.

60. Assemble and prepare ingredients (or suitable substitutes) and equipment.

61. Measure and weigh foods according to specifications in standard recipes.

62. Use a variety of cooking techniques.

63. Utilize convenience foods in food preparation.

64. Use correct time and temperatures for food preparation.

65. Recognize, use, and store spices, herbs, and extracts properly.

66. Prepare non-alcoholic beverages.

67. Prepare appetizers and garnishes.

68. Prepare hot and cold sandwiches.

69. Prepare salads and salad dressings.

70. Prepare fruits and vegetables.

71. Prepare soups, sauces, and gravies.

72. Prepare cereal and pasta products.

73. Prepare eggs and egg dishes.

74. Prepare cheeses and cheese dishes.

75. Prepare meats, seafoods, and poultry.

76. Prepare puddings, custards, souffles, gelatin desserts, and frozen desserts.

77. Prepare fruit desserts and fried desserts.

78. Prepare quick breads, yeast breads, cookies, cakes, pies, pastries, and meringues.

79. Prepare and use icings, frostings, and fillings.

80. Plate and garnish foods attractively.

81. Prepare artistic food displays for serving lines, buffets, soup and salad bars.

82. Observe, test, and evaluate quality of foods being prepared using sanitary procedures.

83. Portion foods accurately.

84. Hold or store prepared foods until needed.

85. Follow work schedule so foods are ready at serving time.

86. Coordinate and assemble food orders.

87. Utilize appropriate procedures for serving food.

88. Perform opening, closing, and sidework duties.

89. Welcome guests and oversee customer comfort.

90. Present menus, answer questions, encourage purchase of additional menu items, and take food orders following prescribed methods.

91. Relay orders to kitchen or serving counter.

92. Pick up orders in kitchen, and verify by scanning filled plates and trays.

93. Package take-out orders and serve take-out customers.

94. Serve food and beverages in prescribed manner.

95. Provide course accompaniments and serve foods as directed according to type of service.

96. Check guests' or patients' needs and supply needed items.

97. Handle and report complaints as directed.

98. Clear items from tables, and remove.

99. Carry loaded trays between kitchen and serving areas.

100. Sort, count, and store utensils.

101. Itemize and total price of order, present check to customer, and accept payment or refer customer to cashier.

X. Select, store, use and care for sewing tools and equipment.

102. Identify, safely use, care for, and store small sewing and pressing tools and equipment.

103. Select and purchase sewing supplies, notions, sewing and pressing equipment.

104. Thread, adjust, operate, and maintain a domestic sewing machine.

105. Thread, adjust, safely operate, and maintain industrial sewing machines.

106. Adjust machine chair and kneelift to fit operator.

XI. Use basic sewing and pressing skills.

107. Consider textile characteristics in garment construction, alteration, repair, and care.

108. Operate sewing machine with speed and efficiency.

109. Select and use appropriate machine stitching techniques.

110. Rip stitching without damaging fabric.

111. Select and make appropriate hand stitches.

112. Use techniques suitable for fabric when pressing, shaping, or molding construction details, and in final pressing.

113. Construct cutting markers for commercial production.

114. Prepare or interpret cutting or spread tickets in commercial production.

115. Prepare fabric and cut by hand or machine.

116. Mark and shade cut garment pieces.

117. Sort and bundle garment parts for delivery to assembly area.

118. Use industrial sewing terminology correctly.

119. Follow standardized methods for operations in an industrial sewing room.

120. Figure earnings of sewing machine operator.

121. Distribute and collect bundles of garment parts and supplies.

122. Assemble bundles or subassemblies for efficient work flow.

123. Perform assigned sewing operation(s) on standard or special sewing machine(s).

124. Notify sewing machine repairperson of machine problems.

125. Inspect garments, locate defects, and mark garments using standard defect symbols.

126. Repair defective garments.

127. Sort and pack finished garments.

XII. Construct custom-made garments.

128. Arrive at work/price agreement with customer.

129. Measure customer for size, and record measurements and body irregularities.

130. Schedule appointments for conferences and fittings.

131. Check customer's measurements with those of pattern, and note variations.

132. Design or alter pattern to ensure custom fit of garment.

133. Prepare fabric for cutting, observe suggested pattern layout, make adaptations, and lay out pattern pieces.

134. Position and pin pattern sections on fabric, or outline pattern parts on fabric.

135. Cut fabric by pattern edge or outline.

136. Mark fabric using appropriate techniques.

137. Assemble cut pieces for construction.

138. Preserve shape of garment by staystitching and directional stitching.

139. Pin or baste garment pieces together in units for fitting or stitching.

140. Construct garment in unit sequence using appropriate stitches and techniques.

141. Press construction details as each unit is completed.

142. Finish edges by appropriate methods.

143. Apply interfacing, underlining, and lining where appropriate.

144. Fit basic garment units to customer and make needed adjustments.

145. Construct and attach pockets, binding, facing, collars, and sleeves to garments.

146. Finish waistline of garments.

147. Put in zippers.

148. Make final fittings of garments.

149. Make hand or machine buttonholes.

150. Select and apply hem finishes.

151. Apply closures and decorative trim.

152. Construct belts.

153. Press finished garments.

154. Evaluate appearance of finished garments.

XIII. Fit, alter, and repair garments.

155. Fit garment on customer maintaining grain, and analyze fitting problems.

156. Identify and suggest alterations.

157. Mark or pin garment for alterations.

158. Estimate cost, set pickup date, and make a claim check for alterations or repairs.

159. Prepare a tag indicating alterations or repairs and giving instructions.

160. Interpret alteration markings, and make alterations on garments.

161. Select and use appropriate techniques to make garment repairs.

XIV. Construct and install window treatments.

162. Interpret and follow work orders for construction of draperies.

163. Figure the cutting lengths and widths of panels and lining for draperies.

164. Measure, cut, and mark fabrics for draperies and curtains.

165. Sort and bundle window treatment parts for delivery to assembly area.

166. Stitch drapery panel and lining lengths, matching pattern repeats where needed.

167. Measure, fold, and crease hems in draperies, placing weights as needed.

168. Hand stitch or blindstitch drapery hems.

169. Construct drapery heading.

170. Attach lining by hand or machine.

171. Plan drapery pleats and spaces.

172. Break and tack pleats.

173. Insert curtain and drapery hooks.

174. Construct cafe and shirred curtains.

175. Construct Austrian, Roman, and laminated shades and shutter fabric fills.

176. Construct cornices, valances, lambrequins, swags, and cascades.

177. Prepare and pack completed draperies for mailing, shipping, or delivery.

178. Install window treatment hardware.

XV. Construct a variety of decorative accessories for the home.

179. Determine fabric needed for constructing pillows, cushions, and bolsters.

180. Construct pillows, cushions, and bolsters as specified on work order.

181. Determine fabric needed for bedspread, coverlet, or pillow sham.

182. Construct various types of bedspreads, coverlets, and pillow shams.

183. Measure upholstered furniture.

184. Estimate amount of fabric and other materials needed for slipcovers.

185. Pin-fit a muslin or paper pattern or the slipcover fabric to upholstered piece.

186. Construct slipcovers.

187. Recover a chair seat using basic upholstery techniques.

HOME FURNISHINGS AND EQUIPMENT MANAGEMENT, PRODUCTION, AND SERVICES

I. Manage business responsibilities related to home furnishings, equipment, and services.

1. Identify competencies needed to be an effective home furnishings, equipment, and services employee.
2. Describe qualities which lead to job success in home furnishings, equipment, and services jobs.
3. Handle complaints and human relations problems.
4. Formulate merchandising policies, coordinate merchandising activities, and apply merchandising techniques for profit.
5. Prepare and maintain records, correspondence, and forms.
6. Plan and analyze finances, costs, and sales.
7. Identify and observe applicable government regulations.
8. Develop, evaluate, and implement organizational goals and store or business rules, policies, and procedures.
9. Supervise equipment selection, purchase, use, and care.
10. Maintain safe working conditions.
11. Identify procedures used to plan, interview, hire, evaluate, and discharge staff.
12. Train, supervise, and motivate employees.
13. Prepare work schedules and job assignments.
14. Relieve or assist other employees during emergencies or rush periods.
15. Plan, purchase, route, and price merchandise and/or supplies.
16. Complete shipping, receiving, and purchasing reports.
17. File claims for merchandise damages, shortages, overcharges, and substitutions.
18. Select merchandise, and plan and prepare advertisements, sales promotions, and special sales events.
19. Keep records on sales of advertised merchandise.
20. Plan and schedule store displays.

21. Select and construct decorative props and merchandise signs for use in displays.

22. Set up, light effectively, maintain, and evaluate store and window displays.

23. Receive, check, and store merchandise.

24. Unpack, assemble, prepare, and price mark merchandise.

25. Stock sales floor, shelves, and racks.

26. Take inventories and stock counts.

27. Maintain, organize, and file product information, catalogs, and price lists.

28. Use appropriate procedures for sending mail, parcels, and/or freight.

29. Select, use, care for, and store cleaning equipment and supplies.

30. Observe safety precautions in the use of cleaning equipment and supplies.

31. Schedule and prepare deliveries.

32. Load delivery vehicle and deliver merchandise.

II. Coordinate various components of home interiors.

33. Use correct textile terminology.

34. Recognize and point out textile characteristics and care requirements.

35. Explain textile legislation, standards, and labeling.

36. Recognize effective use of elements and principles of design in home furnishings.

37. Coordinate floors, walls, ceilings, furnishings, and accessories in a room.

38. Utilize the elements and principles of design.

39. Use correct terminology to describe floor, wall, and ceiling treatments.

40. Identify care, appearance, and use of basic floor coverings, and wall and ceiling treatments.

41. Coordinate floor coverings, and wall and ceiling treatment samples with fabrics and accessories.

42. Determine factors considered important by the customer in the selection of materials for floors, walls, and ceilings.

43. Measure and prepare estimates of floor or wall covering needed, and cost of materials and installation.

44. Assist client in assembling materials, tools, and/or equipment required for installation of floor coverings, wall and ceiling treatments.

45. Reproduce paint formulas accurately to meet customer's needs.

46. Describe procedures for application of floor, wall, and ceiling treatments.

47. Use correct terminology to describe furniture styles and construction details.

48. Identify the basic characteristics of the major periods and styles of furniture.

49. Determine factors considered important by the customer in the selection of furniture, and make recommendations.

50. Point out upholstery fabrics and construction details suitable for furniture style, period, room decor, and use.

51. Identify types of windows, parts of a window, and possible window treatments for each type of window.

52. Use correct terminology to describe characteristics of different types and qualities of various windows and window treatments.

53. Select and suggest window treatments to fit specific windows and to enhance room decor.

54. Take accurate measurements for draperies or curtains.

55. Identify decorative accessories and their functions in decorating schemes.

56. Coordinate accessories in homes and in store displays.

57. Select, arrange, and mount pictures and wall accessories.

58. Advise customers on appropriateness and placement of lamps and fixtures.

59. Recognize and describe various types and pieces of tableware, glassware, and flatware.

60. Provide the customer with information about the quality and availability of tableware, glassware, and flatware.

61. Interpret labels and specifications on household linens.

62. Identify and describe quality features and uses of various household linens.

63. Assist customers in selecting and coordinating table appointments and household linens.

64. Arrange harmonious table settings using tableware, table linens, and centerpieces.

65. Fill out cards in the bridal registry, and maintain records of purchases.

66. Demonstrate display and assist customer in selecting and arranging home appliances, kitchen equipment, and utensils.

III. Assist, consult, and work with customers and clients.

67. Approach, greet, and assist customers with selections.

68. Assist the designer with consulting in the client's home.

69. Identify the usage and requirements of different rooms in the customer's home.

70. Answer customers' questions about merchandise, quality features, trends, signs, locations, guarantees, and catalogs.

71. Take accurate measurements of a room or area.

72. Prepare simple scaled drawings of rooms in client's home.

73. Evaluate furniture arrangements in relation to decorating problems.

74. Make cost estimates, and propose room designs within client's decorating budget.

75. Assist in preparing room layouts and making presentations.

76. Help customers reach buying decisions.

77. Prepare special merchandise orders and work/price orders, including sketches of details when needed.

78. Coordinate fabric, notions, and trims; and estimate yardage required for draperies, bedspreads, table linens, upholstery, and decorative accessories.

79. Compute costs of fabric from measurements, work specifications, and type of fabric, and prepare sales slip.

80. Use cash register in receipt of payments for cash and charge sales.

81. Interpret credit card application procedures, and credit and billing procedures to customers.

82. Assist in following up on deliveries, installations, adjustments, and customer complaints.

IV. Care for, prepare, arrange, and assist customers with the selection of flowers, foliage, plants, and related items.

83. Identify various types of fresh, dried, and permanent flowers, foliage, and plants using appropriate terms.

84. Pot, repot, and propagate plants by various methods.

85. Follow correct procedures for storing and managing stock of flowers, foliage, greens, plants, and arrangements.

86. Take measures to prevent, control, or treat common plant pests and diseases.

87. Advise customers regarding the care required for fresh and permanent arrangements.

88. Suggest fresh and permanent floral arrangements suitable for specific purposes.

89. Estimate and verify cost and information for floral arrangements requested.

90. Prepare customer order forms for flowers, greens, and potted plants.

91. Describe and use out-of-town delivery services.

92. Use and maintain floral design tools, equipment, and supplies.

93. Maintain a floral worktable with proper tools and supplies.

94. Build an idea file of creative floral settings for special occasions.

95. Select natural or permanent flowers and foliage for use in arrangements.

96. Use mechanical aids and floral wire in fresh and permanent arrangements, corsages, and bouquets.

97. Select, care for, and store containers for arrangements.

98. Design and construct floral arrangements using basic designs.

99. Design and construct floral arrangements for specific settings, weddings, funerals, holidays, and special occasions.

100. Construct boutonnieres, corsages, and bouquets for specified occasions.

101. Coordinate floral settings with giftwares, props, and supplies for use in displays and homes.

102. Make minor repairs on damaged arrangements to customer's satisfaction.

V. Select, store, use, and care for sewing tools and equipment.

103. Identify, use, care for, and store sewing and pressing equipment.

104. Select and purchase sewing and pressing equipment.

105. Select and purchase fabric, sewing supplies, and notions.

106. Thread, adjust, operate, and maintain a domestic sewing machine.

107. Identify types of industrial sewing machines and their stitches.

108. Thread, adjust, safely operate, and maintain industrial sewing machines.

109. Adjust machine chair and kneelift to fit operator.

110. Select and use appropriate machine stitching techniques.

111. Rip stitches without damaging fabric.

112. Select and make appropriate hand stitches.

113. Determine and use pressing techniques suitable for fabric.

VI. Construct and install a variety of window treatments.

114. Interpret and follow work orders for construction of draperies.

115. Figure the cutting lengths and widths of panels and lining for draperies.

116. Measure, cut, and mark fabrics for draperies and curtains.

117. Sort and bundle window treatment or accessory parts for delivery to assembly area.

118. Stitch drapery panel and lining lengths, matching pattern repeats where needed, and using correct thread for fabric.

119. Measure, fold, and crease bottom and side hems in draperies, placing weights as needed.

120. Hand stitch or blindstitch hems in draperies.

121. Construct drapery heading using pleater tape or crinoline.

122. Attach lining to draperies and curtains by hand or machine.

123. Plan pleats and spaces for draperies and curtains.

124. Break and tack pleats by hand or machine.

125. Insert curtain and drapery hooks.

126. Construct cafe and shirred curtains.

127. Construct Austrian, Roman, and laminated roller shades and shutter fabric fills.

128. Construct window headings, such as cornices, valances, lambrequins, swags, and cascades.

129. Prepare and pack completed draperies for mailing, shipping, or delivery to customer.

130. Install window treatment hardware, using appropriate hardware and attachment techniques.

131. Instruct the customer in proper fitting, installation, and adjustment of window treatment hardware.

VII. Construct a variety of decorative accessories for the home.

132. Measure to determine amount of fabric needed for constructing pillows, cushions, and bolsters.

133. Construct pillows, cushions, and bolsters as specified on work order.

134. Measure a bed to determine amount of fabric needed for bedspread, coverlet, or pillow sham.

135. Construct various types of bedspreads, coverlets, and pillow shams.

136. Measure upholstered furniture to determine fabric requirements for slipcovers.

137. Estimate amount of fabric and other materials needed for slipcovers.

138. Pin-fit a muslin or paper pattern or the slipcover fabric to upholstered piece.

139. Construct slipcovers.

140. Recover a chair seat using basic upholstery techniques.

INSTITUTIONAL, HOME MANAGEMENT, AND SUPPORTING SERVICES

I. Carry out operations and management responsibilities related to institutional, home management, and supporting services.

1. Identify competencies needed to be an effective institutional, home management, and supporting services employee.
2. Describe qualities which lead to job success in institutional, home management, and supporting services.
3. Develop, evaluate, and implement organizational goals, policies, and procedures.
4. Follow rules, policies, and procedures of organization or business.
5. Supervise equipment selection, purchase, use, and care.
6. Maintain safe working conditions.
7. Identify procedures used to plan, interview, hire, evaluate, and discharge staff.
8. Train, supervise, and motivate employees.
9. Prepare work schedules and job assignments.
10. Relieve or assist other employees during emergencies.
11. Handle complaints and human relations problems.
12. Prepare correspondence and forms necessary in business.
13. Plan and analyze finances, costs, and sales.
14. Identify and observe applicable government regulations.

II. Receive, store, requisition, issue, use, and care for cleaning equipment and supplies safely and efficiently.

15. Receive and inspect supplies, and complete receiving records.
16. Store equipment and supplies.
17. Issue, requisition, or take inventories of equipment and supplies.
18. Select, use, and care for cleaning equipment and supplies.

19. Read and follow manufacturer's directions for use of cleaning equipment and supplies.

20. Organize equipment and supplies to save time and energy.

21. Stock supply cart or carrier with cleaning supplies.

22. Utilize proper body mechanics to save time and energy in performing cleaning tasks.

23. Remove or report hazardous conditions, unsafe equipment, and materials.

24. Observe safety precautions when using and storing cleaning equipment and supplies.

25. Follow emergency procedures, and use first aid when necessary.

26. Report and record accidents.

III. Perform necessary tasks to put rooms and building areas in good order.

27. Follow recommended procedures for entering and leaving guest rooms, handling pass key, and occupancy report.

28. Make a preliminary check of room condition when entering, and report damaged and found items.

29. Plan sequences of cleaning tasks.

30. Clean guest room as directed.

31. Clean an occupied hospital room, unoccupied hospital room, discharge unit, or isolation unit.

32. Clean public areas (entranceways, hallways, stairs, elevators, lounges, lobbies), offices, kitchen or dining areas.

33. Clean school or church (classrooms, laboratories, auditoriums, gymnasiums), business or factory.

34. Follow recommended procedures for entering and leaving a private home.

35. Keep private home clean and in reasonable order.

IV. Perform specific cleaning tasks.

36. Collect and empty trash and garbage containers.

37. Collect, empty, and replace ashtrays, glasses, pitchers, and ice buckets.

38. Sweep, mop, vacuum, wax, buff, or apply floor finish according to type of floor.

39. Shampoo carpet.

40. Remove soiled bed linens, and deposit in designated place.

41. Make beds quickly and efficiently.

42. Clean beds, and assist in turning mattresses as directed.

43. Dust, wax, polish, and clean furniture according to materials used in their construction.

44. Vacuum or shampoo upholstered furniture.

45. Clean and wash glass, porcelainized surfaces, and windows with squeegee or spray cleaner.

46. Clean light fixtures, and remove and replace light bulbs when necessary.

47. Clean walls, ceilings, woodwork, and chalkboards.

48. Polish wooden surfaces.

49. Clean window treatments.

50. Remove soiled bath linens, and put in designated place.

51. Clean and sanitize bathrooms, restrooms, and shower rooms.

V. Assume general maintenance and repair responsibilities.

52. Remove stains from various surfaces and materials.

53. Repair textile products, furniture, and window treatments.

54. Do minor nonelectrical maintenance and repairs.

55. Perform minor electrical appliance maintenance and repairs.

56. Inspect, clean, lubricate, and adjust heating and cooling equipment on a regular schedule.

57. Take appropriate measures to prevent and control pests.

58. Apply extermination material as directed.

59. Care for houseplants.

60. Care for grounds around building as required.

61. Clean outside areas, such as walkways, patios, driveways, porches, and parking lots.

62. Inspect and maintain playground equipment, fences, and swimming pool area.

63. Display flag using correct procedures.

VI. Care for linens and/or clothing.

64. Obtain clothing care services as needed.

65. Sort and prespot laundry.

66. Use laundry equipment and supplies safely and correctly.

67. Hand-launder clothing items when necessary.

68. Iron, press, fold, store, and distribute clean linens and clothes.

69. Repair garments, linens, curtains, and towels using a sewing machine.

70. Air blankets, pillows, and mattresses.

71. Process all "check-out" and "in order" room communications between housekeeping and the front desk.

72. Check each housekeeping aide's cart to ensure that it is equipped and supplied.

73. Count supplies, linens, and uniforms in and out to determine that each worker has accounted for every item.

74. Inspect, then report "in order" rooms to appropriate management personnel.

75. Check all "do not disturb" rooms after check-out time by phone, and report all "no answers" to appropriate management personnel immediately.

76. Check all housekeeping aides' room slips before they go off shift, and reassign uncleaned rooms.

77. Handle telephone requests and complaints directed to housekeeping.

78. Process all lost and found items according to policy.

79. Mend linens and uniforms.

80. Order needed supplies, linens, and uniforms.

VII. Plan, prepare, and serve meals for individual, family, or guests.

81. Plan suitable meals for individual, family, or guests.

82. Shop for food and supplies, and keep records of items purchased.

83. Use safe and sanitary procedures in food handling, storage, and preparation.

84. Follow standard procedures, and use proper equipment to prepare a variety of foods and beverages.

85. Serve food in manner prescribed by employer.

86. Help arrange space and furnishings for special parties.

VIII. Care for infants and young children.

87. Feed infant.

88. Supervise infant's sleep.

89. Bathe and dress infant.

90. Communicate and play with infant to stimulate growth and development.

91. Recognize factors influencing child's development.

92. Make special precautions for infant's safety.

93. Identify needs of children at various developmental stages.

94. Discriminate between acceptable and unacceptable behavior patterns.

95. Use appropriate techniques to help children learn acceptable behavior.

96. Help children develop good food habits and table manners.

97. Supervise activities which are appropriate for the age and developmental level of the child.

98. Recognize and report signs of illness, disease, and discomfort in child, and care for sick child.

99. Maintain discipline to help ensure safety of child.

IX. Provide personal services for handicapped and elderly persons.

100. Help person maintain dignity, sense of worth, interest in life, and accept physical limitations and stage in the life cycle.

101. Be understanding and consistent in working with handicapped and elderly.

102. Assist person with bathing, grooming, and dressing.

103. Perform daily clothing care tasks.

104. Take preventive health measures, and observe and report signs of illness or discomfort in handicapped or elderly person.

105. Follow prescribed health related instructions and keep appropriate records.

106. Facilitate individual's mobility consistent with physical ability.

107. Care for health aids.

108. Help handicapped person communicate.

109. Assist or provide special care for blind, visually handicapped, or mentally ill person.

110. Establish rapport, and encourage person to participate in individual and group activities.

111. Select and read suitable materials to handicapped or elderly person.

112. Select and play appropriate games with handicapped or elderly person.

113. Plan programs and activities of interest to handicapped or elderly persons.

114. Shop, run errands for, and accompany handicapped or elderly person in public places on personal business.

115. Keep accurate records of money handled and incidental purchases made for handicapped or elderly person.

116. Accompany handicapped or elderly person to church, to social gatherings, or to visit friends.

117. Assist handicapped or elderly person with correspondence, telephone calls, and entertaining family or friends.

118. Pay bills, and keep records of income and expenses for handicapped or elderly person.

GENERAL EMPLOYABILITY COMPETENCIES

I. Ability to obtain and progress in employment.

1. Outlines procedures for planning career goals, career preparation, and job advancement.

2. Evaluates career options and decisions.

3. Demonstrates ability to complete job application and interview.

4. Utilizes the performance review as an opportunity for career growth.

II. Ability to maintain job safety standards.

5. Recognizes safety hazards and follows job safety precautions.

6. Follows emergency procedures and applies first aid when necessary.

III. Ability to communicate effectively on the job.

7. Communicates clearly with customers, fellow workers, and others on the job.

8. Understands written technical and graphic information.

9. Interprets wage, payroll deduction, and fringe benefit information.

IV. Ability to maintain acceptable job performance.

10. Follows policies, rules, and regulations of the job.

11. Demonstrates physical abilities needed for the job.

12. Exhibits confidence in ability to perform job tasks and to work independently.

13. Displays an attitude of concern for time and energy efficiency, productivity, and quality of work.

14. Works cooperatively with fellow workers, supervisors, and management.

15. Follows instructions in completing job tasks.

16. Demonstrates decision-making and management ability.

V. Ability to recognize the role of the employee in the American economy.

17. Identifies characteristics of the American Free Enterprise System.

18. Recognizes influences of economic trends on individuals.

19. Identifies employment trends and opportunities and changing roles of men and women in the labor force.